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# THE BULLETIN

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## The Ohio University Bulletin

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## Honor Belongs to Ohio School

University at Athens is the Oldest in the Northwest Territory.

### ANTEDATES THE INDIANA SCHOOL AT VINCENNES BY SEVEN YEARS.

Ohio University Was Authorized by Congress in 1787, and a "Seminary of Learning" at Vincennes Was Provided for in Land Grant of 1804.

THE following article appeared in the Indianapolis News:

In a historical sketch of Vincennes University the writer says it is the oldest higher institution of learning in the Northwest Territory. This is a mistake. That honor belongs to the Ohio University, at Athens, O. The Congressional land grant for the establishment of a seminary at Vincennes was made in 1804, and the first board of trustees for the seminary was incorporated in 1807. All the steps in the establishment and organization of the Ohio

University were taken some years before either of these dates.

The history of the Ohio University dates back to the year 1787, the date of the celebrated "Ordinance for the Government of the Northwest Territory," better known as "the Ordinance of 1787." That ordinance contained the following provision subsequently copied into the constitution of the United States, adopted in 1789, into the constitutions of several States: "Religion, morality, and knowledge being essential to good government and the happiness of mankind, schools and the means of instruction shall forever be encouraged by legislative provision."

### The Ohio Company's Purchase.

This Ordinance was passed July 13, 1787. Closely related to it, and as a first step toward carrying its wise and beneficent provisions into effect, was the Ohio Company's purchase from Congress of 1,500,000 acres of land in the Territory. The Ordinance and the purchase were twin measures, the one having been passed on the 13th of July, 1787, and the other consummated on the 23rd of the same month. They were reported to Congress by the same committee and were conjointly considered and debated by Congress. They were passed seven years before the passage of an act creating a "seminary of learning" at Vincennes.

The law of Congress under which the Ohio Company made its purchase, and the deed of conveyance made by the agents of Congress to the Ohio Company, contained the following provision: "That Section No. 16 in each township shall be set apart for the support of schools, and Section No. 29 for the support of religion; and that two complete townships shall be given perpetu-





*President Alston Ellis*

ally for the support of a university, to be laid off by the purchasers as near the center as may be (so that the same may be of good land), to be applied to the intended object by the Legislature of the State."

This was the first enactment by Congress looking to the establishment of a university and, of course, was the first grant of land for that purpose. This act provided for the establishment of "an university" while the land grant of 1804, seven years later, was for the establishment of a "seminary of learning" at Vincennes.

#### The First Settlement of Ohio.

The contract with the Ohio Company for the purchase of land was finally executed on the 27th of October, 1787, and the company at once set about making preparations for carrying it into practical effect. On the 7th of April, 1788, a colony of pioneers, led by General Rufus Putnam, afterward prominently identified with the establishment of the University, landed at Marietta and made the first settlement in the then unbroken wilderness of the West.

The Indian War and other causes pre-



vented the adoption of any measure for locating or organizing the University till 1795. In that year the two townships, now known as Athens and Alexander townships, in Athens county, Ohio, were selected for the use of the University. In 1799, the Territorial Legislature appointed Rufus Putnam and two others commissioners "to lay off in the most suitable place within said townships a town plat which should contain a square for the University; also lots suitable for house lots and gardens for a president, professors, tutors, etc., bordering or encircled by spacious commons, and such a number of town lots adjoining the said commons and outlots as they should think would be for the advantage of the University."

This was five years before the passage by Congress of the act for the establishment of a seminary of learning at Vincennes. Under this commission the town of Athens was laid off, the original plat showing a reservation of ten acres, in a square form, as a campus for the University.

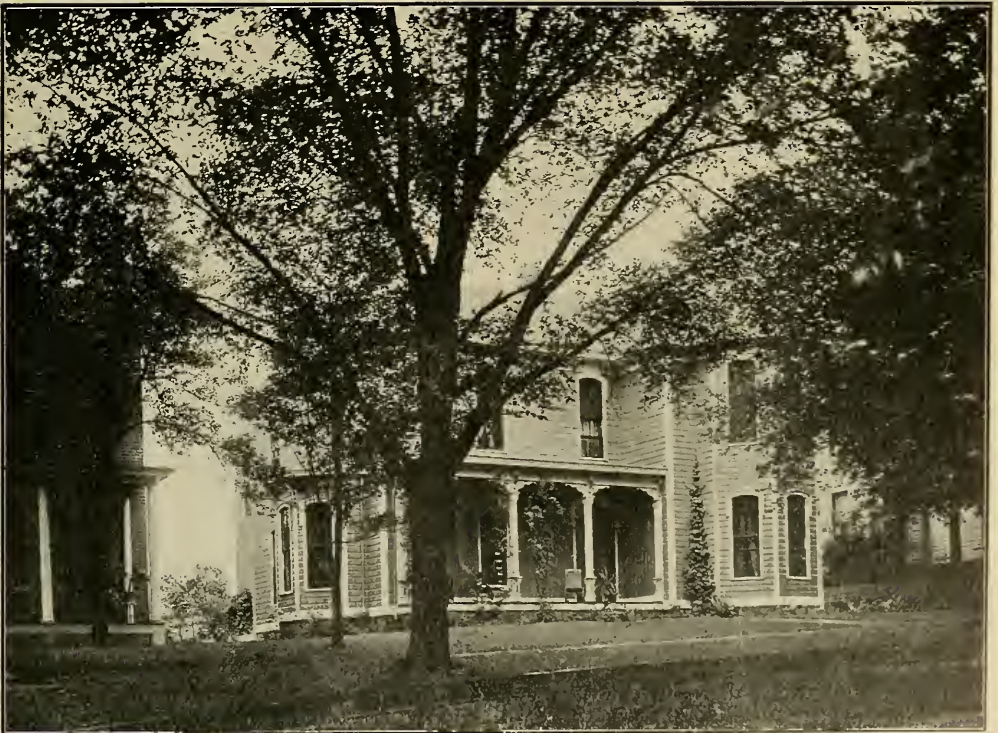
#### Incorporated in 1802.

In January, 1802, the University was incorporated under the name of "The American University," by an act of the Territorial Legislature, but an act of the State Legislature of February 18, 1804, changed the name to the Ohio University, which it has borne ever since.

It thus appears that the Ohio University dates its provisional existence from the passage of the Ordinance of 1787, and its actual existence or incorporation from 1802, making it, without doubt, the oldest educational institution in the original Northwest Territory.

Dr. Manasseh Cutler, one of the original promoters of the Ohio Company, drafted the territorial act of 1802, incorporating the University. In a letter accompanying the draft he expressed a hope that the name of the University would not be changed.

"As the American Congress made the grant which is the foundation of the University," he wrote, "no name appeared to



*Home of President Alston Ellis*



*Soldiers' Monument, Ohio University Campus, Athens, Ohio*

me more natural than American University. The sound is natural, easy, and agreeable, and no name can be more respectable. There is a Columbian College and a Washington College, etc., already in the country, but no American College, I hope the name will not be altered."

Just why it was altered, in 1804, does not appear, but probably it was to make the name uniform with other State universities destined to be endowed by land grants from Congress, the Ohio University being the first.

#### First Meeting of Trustees.

The act of incorporation made the Governor of Ohio the ex-officio chairman of the board of trustees and Governor Edward Tiffin, the first Governor of Ohio, was present at the first meeting of the board of trustees, held in the town of Athens, on the first Monday in June, 1804. This was two years before the first meeting of the board of trustees of the seminary at Vincennes.

The first college building of the Ohio University was built in 1807 and the school was opened in the spring of 1808, two years before school was opened in the seminary at Vincennes.

The first graduating class of the Ohio University consisted of but one person,

namely, Thomas Ewing, afterward celebrated as a lawyer, United States Senator, Secretary of the Treasury, Secretary of the Interior, etc. On one occasion, after he had become famous, the students of the University gave an anniversary banquet, and one of the toasts was "The First Graduating Class of Ohio University—Unum sed leonem." The reference was to the fable in which a lioness, being taunted by a fox with bearing only one whelp at a time, replied, "Unum sed leonem"—one, but a lion.

#### Thomas Ewing as a Pioneer.

Thomas Ewing came to Athens county with his parents in 1798. Like many of the early pioneers, they were very poor. In an autobiographical sketch furnished the present writer by Mr. Ewing shortly before his death, he said: "Transportation in those days was exceedingly difficult, and our furniture, of the rudest kind, was composed of articles of the first necessity. Our kitchen utensils were 'the big kettle,' 'the little kettle,' the bake oven, frying pan and pot; the latter had a small hole in the bottom which was mended with a button keyed with a nail through the eye on the outside of the pot. We had no furniture that would break—little of any kind.

"Our meat—bear meat, or raccoon, with



venison or wild turkey, cooked together and seasoned to the taste (a most savory dish) —was cut up in morsels and placed in the center of the table, and the younger members of the family, armed with sharpened sticks, helped themselves about as well as with four-tined forks. Great care was taken in selecting wholesome sticks, as sassafras, spice bush, hazel, or hickory.

"Sometimes the children were allowed, by way of picnic, to cut with the butcher knife from the fresh bear meat and venison their slices and stick them, alternately, on a sharpened spit and roast before a fine hickory fire. This made a most royal dish. Bears, deer, and raccoons remained in abundance until replaced by hogs.

"I remember well the first beef I ever tasted. I thought it coarse and stringy compared with venison.

"I was the reader of the family, but we had few books. I remember but one besides 'Watts's Psalms and Hymns,' that a child could read—'The Vicar of Wakefield,' which was almost committed to memory—the poetry which it contained entirely.

#### Gets a Translation of Virgil.

"In 1801, when I was twelve years old, a doctor who lived about eighteen miles distant, told me he had a book he would lend

me if I would come for it. I walked to his place and got it. It was a translation of Virgil, the *Bucolics* and *Georgics* torn out, but the *Aeneid* perfect. When I returned home with my book, and for some weeks after, my father had hands employed in clearing a new field.

"On Sundays and at leisure hours I read to them, and never had a more attentive audience. At that point in the narrative where Aeneas discloses to Dido his purpose of leaving her, and tells her of the vision of Mercury bearing the mandate of Jove, one of the men, springing to his feet, declared he did not believe a word of that—he had got tired of her and it was all a made up story as excuse to be off, and it was a d—d shame after what she had done for him. So the reputation of Aeneas suffered by that day's reading."

Young Ewing continued to educate himself as best he could until he grew old enough to work, when he tramped his way to the Kanawha saline and began to earn wages. He did this for three seasons, thus earning money enough to go to college. "I went to Kanawha the third year," he says, "and after a severe summer's labor I returned home with about \$600, but sick and exhausted. Instead, however, of sending for a physician, I got Don Quixote, a recent



*Ewing Hall, Ohio University, Athens, Ohio*





*Front of Campus from the East*

purchase, from the library, and laughed myself well in about ten days. I then went to Athens and continued my studies there till the spring of 1815, becoming a pretty good, though an irregular scholar."

The degree of A. B. granted Mr. Ewing in 1815 was the first one granted by any college west of the Allegheny mountains.

Note—The interesting article reproduced above contains a few minor inaccuracies.

The quoted provision of the "Ordinance of 1787" is not given correctly. The language of the "Ordinance," the Constitution of Ohio 1802, and the Constitution of Ohio 1852, varies somewhat, as shown by the following quotations:

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

(Ordinance of 1787, first part of Article III.)

"Religion, morality, and knowledge being essentially necessary to good government and the happiness of mankind, schools and the means of instruction shall forever be encouraged by legislative provision not inconsistent with the rights of conscience."

(Bill of Rights, Constitution of Ohio, 1802, last part of Section 3.)

"Religion, morality, and knowledge, however, being essential to good government, it shall be the duty of the General Assembly to pass suitable laws to protect every religious denomination in the peaceable enjoyment of its own mode of public worship, and to encourage schools and the means of instruction."

(Bill of Rights, Constitution of Ohio, 1851, last part of Section 7.)

The oft-quoted sentence of Article III, of the "Ordinance," is not found in the Constitution of the United States. Its spirit is there, however.

In 1787 Congress was in session in New York and the Constitutional Convention was holding its deliberations in Philadelphia. The first named body passed the "Ordinance" July 13th. The Constitutional Convention adjourned Sept. 17th. The wording of the quotation from the "Ordinance" is found in the constitutions of some of the newer states.

January 9, 1802, an act of the Territorial Legislature made provision for the establishment of the "American Western University" in the town of Athens, Ohio.

As stated in the "News" article, the name of the institution was changed, by Legislative act, Feb. 18, 1804, to the "Ohio University."

The Class of 1815, as shown by the record, consisted of two members—Thomas Ewing and John Hunter. The latter died soon after graduation. The records of the Board of Trustees, May 2, 1815, show the following action: "Moved and seconded,

that a committee of three be appointed to finish the examination of Messrs. Hunter and Ewing and make report of the form to be adopted hereafter on conferring the degree of Bachelor of Arts."

The record of what followed is not complete, yet there is no doubt but that both young men were granted diplomas, with the degree of Bachelor of Arts, at the same time.  
—Editor.

## Baccalaureate Address

(Ohio University Auditorium, Sunday, June 16, 1907.)

BY

**FERDINAND JELKE, Jr., M. A., LL. B.**  
Ex-Judge of the Common Pleas Court of Hamilton County, and of the Circuit Court of the First Judicial Circuit of Ohio.

### EFFICIENCY.

**A**R. PRESIDENT, learned members of the faculty, alumni, young women and young men, baccalaureates of Athens, trustees, and friends, I greet you and thank you for the honor and privilege of being here.

Were I to follow a wonted custom at

this end of the academic year and at the finish of your college course. I would address myself to the theme of "well done, thou good and faithful servant," but such is not my thought this morning. Rather would I voice the inspiration of the commencement of things. With your graduation you finish nothing, except your peaceful residence within these classic shades.

An instructive sight was the torch race in Athens of old, where, with flambeaus starting abreast, he who to goal first brought his lighted brand was victor.

You have run but the first of unnumbered heats in the torch race of life. You pause but to tighten your girdles and bind again your sandals before, with gleaming brands, you speed on into the dim recesses of the unfolding years. And at this interlude, I fain would preach to you the soul-thrilling



*East View, Carnegie Library, Ohio University, Athens, Ohio*





*Music Hall and Central Building with Ewing Hall in back-ground; Ohio University, Athens, O.*

gospel of faith, of hope, courage, duty, responsibility, strenuousness, conviction and efficiency.

In the midst of unparalleled prosperity, the greatest need of our country today is educated, sane, brave, Christian, patriotic, unselfish citizens.

Futile, indeed, would be the labors of these consecrated scholars, who, with living coals of wisdom plucked from the divine altar, have lighted the torch of your intelligence, if, at the first gust from the world, it is permitted to flicker out.

The illuminating flame of religion, science, art, history, philosophy, letters, ethics, economics, politics and sociology must be carried aloft until the last step is run and extinguished only with the vital spark. Your teachers send you forth equipped, not merely "to make a good living, but to make a good life."

When at the end of this week you say "good-bye" to classmates, and, turning your backs upon dear old Athens, you go forth into the world, you are as the nobleman's servants in Our Lord's parable. Your Alma Mater, but the handmaiden of Our Lord and Master, on His account, has invested each of you with talents, "to every man according to his several ability."

"After a long time the lord of those ser-

vants cometh and reckoneth with them." You remember the sentence passed upon the unprofitable servant.

What are you doing with your talents?

The lesson which Christ taught by this story is particularly in accord with the spirit, the Zeit-Geist, the common consciousness of the social body of America today.

It is not enough to be good—man must do good.

The demand is not for *static*, but dynamic goodness; not for substantive, but adjective goodness; not for potential, but efficient goodness.

Maurice Maeterlinck expressed it when he said, "We are born innocent, but we achieve virtue."

The character which commands our admiration is that which lives in the world, doing the world's work, and yet keeps itself unspotted from the world. The word "strenuous" has pretty nearly had its day. As we wake up some morning and find the verdant field or campus dotted with a new flower, the dandelion or daisy it may be, so from time to time the mind's eye travels out over the field of letters and journalism, and we see a new word lifting its head, indicative of the season, of the moral consciousness of the time.



How conspicuous for a short period in the people's vocabulary was the word "brainstorm." It was so apt to the nervous frenzy which all have felt, but which is one of the worst of our national traits.

The last word which I have observed cropping up here and there is the word "efficient." There is a new book, "Efficient Democracy." Its author, William H. Allen, says, "To be efficient is more difficult than to be good." You will find Dr. Lyman Abbott using the word in the *Outlook*. I have noted the expression, "efficient morality." It is a favorite word in the mouth of Governor Hughes, of New York, to whom a campaign promise is a pledge to be kept, and who acknowledges himself committed by his election to the execution of all that was nominated in the bond.

The English newspapers speak of an "efficient" governmental policy. Its meaning is composite with the signification of the *good*, the *strenuous* and the *intelligent*.

It is a good word and a good sign, and portrays a noble concept of human conduct

in the people's consciousness. The call is for *efficient* men and women.

Someone has said, "I care not who makes the people's laws if I can write their songs."

So the simple things are often just as revealing of national life and character as diplomatic protocols, bills of rights, Magna Charta, or the Declaration of Independence. I make no apology or defense for the use of slang, but language is born in the vernacular.

The history of a province is told in its patois. A story of Schleswig-Holstein must be in Platt-Deutsch; without its "hoot mon" a tale would not be Scotch, or without "don't you know," English. The Irish brogue and the Negro dialect are indispensable.

It is as necessary to get a true concept of Greek life to read the slang of Aristophanes as the Dialogues of Plato, or the Antigone of Sophocles. A picture of Roman life, taken from the letters of Pliny or the Odes of Horace, would be untrue



*Teachers and Class in Primary Methods, 1907*



*An Island Scene in the State Park*

without the Heauton Timorumenos of Terence.

Here, and today, I am proud to hear in two correlative phrases of the slang of the street, a clear note of the awakening moral consciousness, a sense of public and private responsibility, and a demand for efficient response to duty's call. *"It's up to you—make good!"*

It was "up to you," Gullum, in that game with Kenyon, when the ball came at him hot from the bat, and, taking it, like a flash he put it to third and saved the day. It was a hurry call upon head, eye, nerve and muscle, and the ringing cheers that followed attested that he had made good.

There is something coercive about truth, and no sooner does the mind get a grasp of a principle than there is an insistence of conscience to make good.

Maeterlinck says, "We cannot flatter ourselves that we have understood a truth until it is impossible for us not to shape our lives in accordance with it."

In art we call it *"conviction."*

You know Kipling's idea of the painter's heaven, where

"Each, for the joy of working, and each, in his separate star,  
Shall draw the thing as he sees it for the god of things as they are!"

This was the inspiration of the Christian painters and architects of the Renaissance. They must execute the truth which possessed them.

"In the elder days of art  
Builders wrought with greatest care  
Each minute and unseen part,  
For the gods see everywhere."

It looks mistaken to us in view of the wide scope of Christian activities around us, but it was this impulse to give expression to the truth revealed within them that caused the mediaeval monks to exquisitely carve the under side of the choir benches of the cathedrals.

What, then, is up to you, and how are you going to make good?

In this time of peace and material prosperity, never have we had such misgivings and doubts as to the soundness of our social institutions. Napoleon said, "My soldiers withstood the rigors of the snows of the Pyrenees, but succumbed to the soft languors of Padua."

"Peace hath her victories  
No less renowned than war."

In measuring and taking account of your responsibilities, you cannot do better than by remembering the great subdivisions and supports of organized society, the church, the family and the state.

Our philosophy teaches us that these three institutions must be kept separate, but those who most positively assert this principle frequently forget that, to maintain their separation, inherently implies their separate maintenance.

They sustain the same relation to the social organism that the three legs bear to the old-fashioned milking stool, or the tripod does to the camera.

The union of two, or the absence of one, or the undue development of one at the

expense of another, are alike disastrous, and can only result in collapse.

We find the existence of the family menaced by frequent and easy divorce. Every evangelical church has raised its voice in horror and protest and all classes of citizens are emphatic of their regret.

They say, "Give us legislation restrictive of both marriage and divorce."

It was Daniel Webster who said, "I thank God that I live under a government of laws and not of men;" but the last thirty years have shown us that no system of laws can be good enough to safeguard our rights or society if administered by conscienceless men.

Wise laws administered by good men are the only safety to the Republic.

Some of you will be judges; some of you will elect judges, and some of you will marry judges.

Let me tell you that no man who looks upon marriage as a social compact to be lightly entered into or dissolved by agreement of the parties, and who does not look upon marriage as a sacrament, and does



*Boyd Hall, The New Dormitory for Women, Ohio University*





*The Hock Hocking River as Seen from the South Bridge*

not remember that the State representing the social status is a necessary party to every divorce proceeding, is fit to be a judge having jurisdiction in divorce. But I have had it said to me, "Oh, you are bringing your Sunday school ideas into the court house." Mark what I say, no power but the sovereign State, in its legislative capacity, can make a code of marriage and divorce, but it can best be interpreted, the facts found and the law applied by a mind inspired and illumined by the teachings of the Lord Jesus Christ.

Furthermore, history shows that civilizations practicing polygamy, whether simultaneous or successive, have been failures, and only monogamous peoples lead in the enlightened progress of the world. Go forth, then, and make good by saving the family, if you would have the Republic endure.

Let me tell you a story of a picturesque citizen who failed to make good in domestic science.

Sam says, "Rastus, do you know ma wife just pesters me to def about money. To-

day she asked me for a dollah, fifty cents yestaday, and two dollahs de day befoah; and once she eben had de nerb to ask me for five dollahs!"

"Fo de Lawd's sake, Rastus, what de woman doin' wid all dat money?"

"I dunno—I neber gib her none yit!"

Next; what, then, is your duty as members of society toward the church? The Pilgrim Fathers came to New England's rock-bound coast in search of religious liberty, but remember, you can have no religious liberty without religion. Religious liberty without religion is a paradox.

The separation of church and state is too frequently blatantly demanded by those who mean and want the abolition of the church.

The most conspicuous and significant fact in the world's history is the dominance of Christianity. Its effect upon human conditions and destiny pale the proudest achievements of science.

Not even the electric brilliance of our boasted harnessing of the lightning can compare with it. Theocratic governments have crumbled and fallen. The peoples

resting upon purely theistic beliefs are the laggard and backward nations of the earth.

This country has been shaken by a cry for reform.

Society reforming itself is lifting itself by its bootstraps. Society can no more reform itself without religion than you can run a system of trolley cars cut off from the power house.

If you would be patriotic Americans, go home and actively ally yourselves with some church founded upon the Old and New Testaments.

I have never forgotten a sermon that white-haired patriarch, Dr. McCosh, preached to us at Princeton twenty years ago, on a Christian's duty to listen to a poor sermon. Don't be scared off because you don't like the preacher, or the tenor, or soprano in the choir.

What are you going to do with bossism?

A few years since I took a letter of introduction to Dr. Stead, the Oxford scholar who went to London to take charge of the Browning Memorial Mission in Walworth Road. As I sat talking to this saintly man, my eye wandered across the street to where in the window of a shop I saw a placard announcing a by-election for Member of Parliament. I said, "Doctor, how are these

things managed; how do the candidates get into the field? In an American city, a political sub-division like this would be organized and in the control of a machine at the head of which would be a boss, and without the support of the machine and the boss it would be difficult for a man to even become a candidate."

"Don't tell it on this side of the Atlantic," said the doctor; "but we, the Browning Memorial Mission, are the 'boss.' My first assistant is the Mayor of Walworth. No man would think of announcing his candidacy if Browning Memorial Mission were against him. No public house, dance hall or theater can long keep its license against the protest of Browning Memorial Mission.

"In a dozen years, from a reeking slum, Walworth became a prosperous, peaceful and law-abiding community. Young man, if you have political ambition, go home and become a 'boss' for righteousness, and then you will not be a boss, but a 'leader.'"

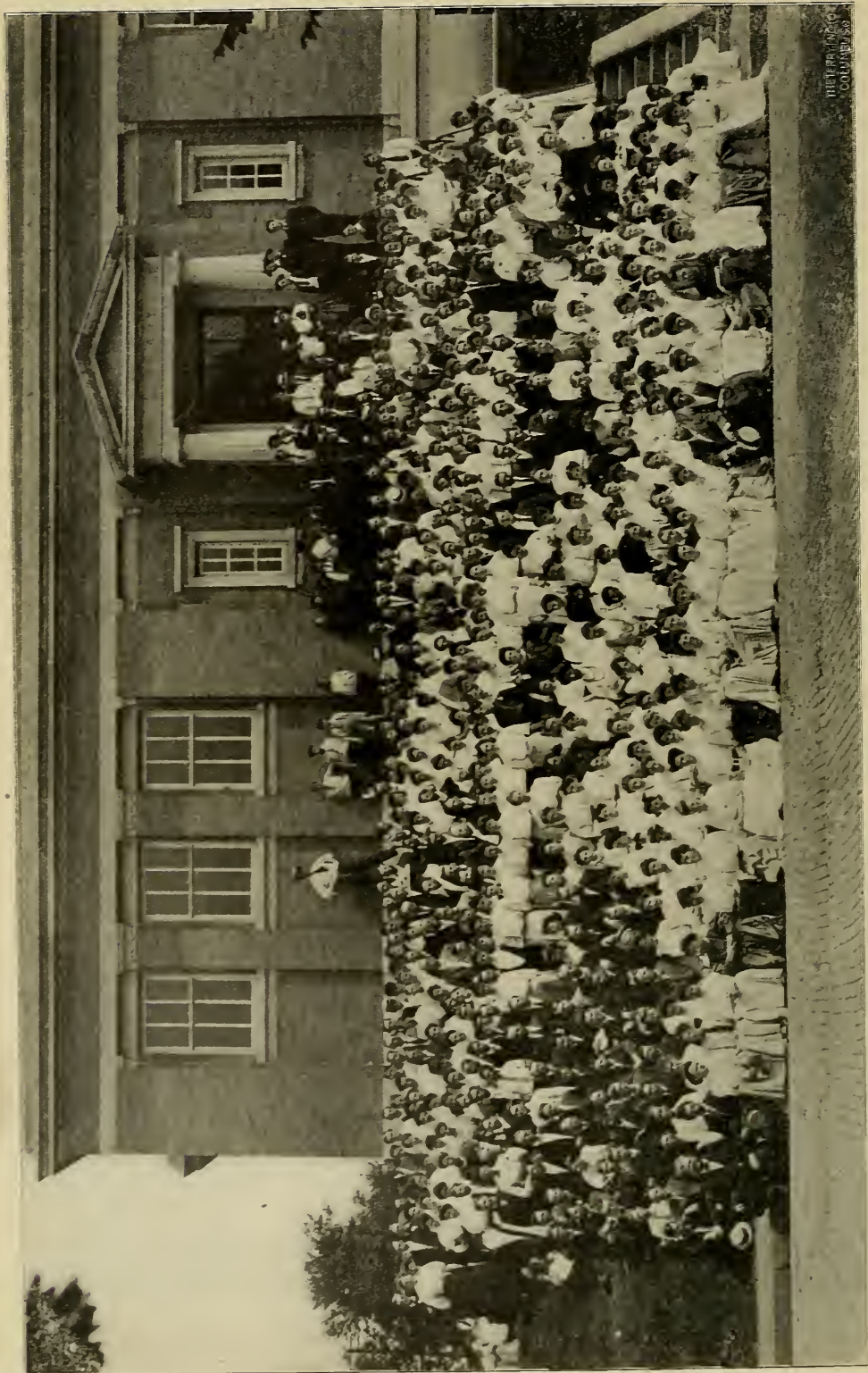
Let me digress to tell you a story of civic love and pride.

George Montague is a young Englishman of large expectations. In the interim, he has taken a "box of a place" in one of the suburbs of London for a term of three years. Last fall he was planting out a large



*Front, Music Hall; rear, Central Building; to the right, Ellis Hall,  
Ohio University, Athens, Ohio*





Ohio University Summer School, 1907



number of shade trees. A friend said, "George, why do you spend so much time, labor and money which your lease does not require, upon a place you must leave so soon?"

"Ah—but it's a bit of England, you know," said he.

What a country this would be if, annually, each of us, beyond our taxes and obligations, spent something somewhere of our time, pains, money, of ourselves, planted a seed or swept up a barrowful of dirt from the public streets, simply because

"My country, 'tis of thee."

It is fine to sing; it is nobler "to make good."

In your relations to the state, each problem is an opportunity.

In this piping time of peace, men and women are needed upon the firing line of true reform.

This is the day of the real thing.

In home architecture we no longer tolerate Queen Anne in front and Mary Ann behind.

Words don't go—we want deeds.

"Prodesse quam conspici—"

Not honor, but honesty.

Not muck-raking, but self-sacrifice.

There is something the matter with the gentleman reformer who can't carry his own precinct.

I have seen Secretary of War William H. Taft go up and down Third and Pike streets, ringing his neighbors' bells and saying, "Tonight is a primary; come out and vote for me."

He never thought himself "too good" for the humbler duties of citizenship, and that is why he has always "made good" in every exalted station to which he has been called.

"He who has been faithful over a few things will be made ruler over many things."

That gifted woman, Jane Addams, of Hull House, Chicago, whose mind is fairly clairvoyant on sociological problems, speaking of that bribe taker and arch-corruptionist, Johnny Powers—Bath House John—said that in his relations with the poor and degraded he showed qualities almost Christ-like.



Ellis Hall, Ohio University, Athens, Ohio



*A River Scene*

Invective, denunciation and criticism will never overcome Hinky-Dink, Dry-Dollar Sullivan, Cock-a-loo Murphy or Red Mullarkey.

What powers these men could be for righteousness!

Give us for reformers men of uncompromising standards and lofty ideals, whose daily walk and conversation are such that the servants of their own households and their precinct neighbors will vote for them.

I sometimes think our civic clubs, with their post-prandial oratory, are a real detriment.

How many good fellows in swallowtail coats exhaust through the whistle the civic steam which is needed behind the piston rod to drive the wheels of reform!

What are you going to do about the government of our American cities? How are you going to preserve the purity of the ballot?

Only yesterday the Court of Appeals of Kentucky said that the whole government of the city of Louisville had been stolen.

What are you going to do about *graft*, public and private?

How are you going to regulate the liquor traffic? How about the social evil in our great cities?

What can you do to wipe out child labor?

How are you going to stop that last insidious and pernicious form of gambling, the despoiler and wrecker of men and homes, the *bucket shop*?

How are you going to reconcile capital and labor, and prevent the aggression of one and the lawlessness of the other? Witness that horrible spectacle being disclosed at Boise City, Idaho!

How are we going to make the administration of justice effective—do away with that *delay*, the despair of the oppressed, which amounts to a *denial* of justice.

How are we going to equalize the burdens of taxation; how put an end to railroad rebating, and how far is it wise to let combination eliminate competition?

These are some of the questions which are "up to you," and upon which it is going to take all the virtue, all the courage and all the intelligence you can command to "make good."

How are you going to make your living? On this point let me give you the words of dying Sir Anthony Gloster:

"I didn't begin with askings; I took my job and I stuck,  
 And I took the chances they wouldn't, an'  
 now they're calling it luck;  
 And they asked me how I did it, and I gave  
 'em the Scripture text,  
 'You keep your light so shining a little in  
 front o' the next!'"

Over here at Dayton is a great manufacturing business, owned and controlled by one who is both a captain of industry and a philanthropist, Mr. John H. Patterson. You doubtless have heard of his experiments and fads for the welfare of his business and operatives. He has organized the heads of departments into a club, and whenever Mr. Patterson gets a new idea he tries it on the Officers' Club. When Mr. Patterson is a vegetarian, the officers eat no meat. When he is a disciple of Swaboda, the Officers' Club is one writhing mass of resistive calisthenics. Naturally he is exposed to the fawning of sycophants—bootlicking we called it when I was in college.

At the head of one of the departments was a man whom we will call "Coates." Coates had a large salary, but was extravagant, and last fall treated himself to a big red automobile. Mr. Patterson recently sprung the idea of horseback riding, and has urged his officers to buy horses and ride every day before breakfast. It has been hard on Coates. He couldn't give up his automobile, and he couldn't keep it and a horse. However, he must "*make good*." So he went to Mr. Patterson.

"Mr. Patterson," said he, "you know what an ardent admirer I am of yours; how heartily I approve and follow all your ideas and suggestions about the business and the welfare of the officers and men, and this last recommendation about horseback riding is one of the best, but I regret to say that, unfortunately, I have been threatened with appendicitis, and my physician has advised me that horseback riding might aggravate it."

"Mr. Coates, you have been a valuable man to this company, and it won't do to trifle or temporize with a serious matter like that; the only thing to do is to submit to an operation at once and have it over with. Your salary will go on, and the company will pay all expenses. Hello, ex-

change—I'll just call up Dr. Grigsby and make an engagement now."

Poor Coates! He fled in a clammy sweat of terror. It was up to you—give up your automobile on your vermiform appendix. *Make good.*

In the gentler arts of social intercourse, you meet your crisis. Did you ever hear how the Georgia colonel met Booker T. Washington?

"You see," said the colonel, "I was invited out to dinnah to meet the niggah, and I was right smaht embaahssed, cause I didn't know just how to address him. I couldn't say *Mr. Washington*, cause he wahnt no gentleman, and I couldn't be perfectly natural and say 'Hi, there, Booker, you black rascal,' out of respect for my hostess, so I just sat around all evenin' and called him 'professor.'"

And now for a last word:

"Go to your work and be strong, halting  
 not in your ways,

Baulking the end half-won for an instant  
 dole of praise.

Stand to your work and be wise—certain of  
 sword and pen,

Who are neither children nor gods, but  
 men in a world of men!"

And at the end of the final heat, when, with faltering steps and radiant torch still held aloft, you swoon across the line, may the epitaph by your comrades be,

"By the grace of God; he made good."

## Annual Sermon

By Rev. Horace M. Conaway, Ph. D., D. D.,  
 of the First M. E. Church, Warren, Pa.  
 Delivered in the University Auditorium,  
 Sunday Evening, June 16th, 1907.

"**R**ABBI, we know that thou art a teacher come from God: for no man can do these signs that thou doest, except God be with him." John III.-2. This was the gracious compliment which Nicodemus gave to Jesus of Nazareth when he came to him by night. It was no polite courtesy, devoid of sincerity and of conviction; Nicodemus's whole character is





#### OHIO UNIVERSITY COMMENCEMENT SPEAKERS, JUNE, 1907

1. Judge Ferdinand Jelke, Jr.
2. President Alston Ellis

3. Rev. H. M. Conaway, D. D.
4. Rev. W. H. Morgan, D. D.

against this interpretation. He was a Pharisee, but not a Pharisee of pretention, without integrity and truthfulness. He had proved himself to be a searcher after light, a seeker for truth and a faithful adherent of the truth perceived. He was not of the common people, but of the elect class; he was not of the unlettered peasantry, but of the disciplined and educated judicial mind. He had found problems in religion, the satisfactory solution of which was not easy. He had searched for correct morals and for ethical motives and had weighed the religious teachings of his age. He had perceived the trend of Hebrew prophecy, had recognized the way toward which its law had pointed, had pondered upon the predictions of a Messiah, had considered the signs of His coming. When he heard of the deeds of the Nazarene, even the notoriety of the

town of his birth, the inferiority of his social position, his lack of educational opportunities, and the vulgarity of his followers, did not discourage his approach and his address of this new teacher as "Rabbi." He came by night, it is true; but he came then with a scholar's desire for the quiet interview and the public man's prudence. He must make no mistake for others are looking at his leadership; he must confer quietly and wisely. But already Nicodemus had heard enough and seen enough of Jesus's doings to warrant his saying, "Rabbi, we know that thou art a teacher come from God, for no man can do these signs that thou doest, except God be with him."

What these signs were which tipped the fine balance of this scholar's mind to acknowledge the divine influence of Jesus are not specifically noted; but we may doubtless

discern them in Jesus's own words to John's disciples, "The blind receive their sight, the lame walk, the lepers are cleansed, and the deaf hear, the dead are raised up, the poor have good tidings preached to them." Luke VII.-22. These are the credentials which the Master offered to the last and greatest of the Prophets of the old order; and by these, doubtless, he had drawn to him this goodly Pharisee.

To-night it is my privilege to speak to men and women who may never have been much troubled about the credentials of the Christian faith. We have been nurtured in it as in a native air. It has seemed so true that we have not been induced to examine seriously the reason for our acceptance and devotion. It has come to us as bread from Heaven to feed our hungry souls; as water to cool our feverish spirits; as blessed hope to assure us of better things to come. Happy the man who is born into a wholesome world and finds readily and follows confidently the principles and the personal faith that make for the highest. But the men and the women who search the treasures of truth to-day have their questions and their perplexities. The serious, sober-

minded seekers after light upon the pathway of life are asked, or ask themselves, "What think you now of Jesus? Shall I continue, as I began my life, to follow Him as the guide pre-eminent, to accept the spirit of His mind as the directive spirit of my life? Shall I cleave to him as to a personal friend and, by prayer and service, seek to conform my life to him as to the supreme personal friend?"

The discipline of our college years has awakened in us the critical faculty. We have been taught to challenge many of the conceptions with which we were furnished when we came to the student's light. Those that have remained have survived the test and have somewhat satisfied the faculty of reason. Perhaps complete reasonableness is not to be found for the complex practical world wherein we live and work, but high probability dictates our accepted principles.

In this quest for the reasonable we have been led to scrutinize the "signs" of our religious thoughts and emotion. We have inquired of our faith what proof it offers as guaranty of its high and exalted promises. The supreme need of man's soul is for a



*View from Commercial College Rooms*

# COMMENCEMENT WEEK AT O. U., 1907.

## Sunday, June Sixteenth.

- 10:30 A. M.—Baccalaureate Address, Judge Ferdinand Jelke, Jr., Cincinnati, O.  
 3 P. M.—Joint Meeting of the University Y. M. C. A. and Y. W. C. A.  
 7:30 P. M.—Annual Sermon, Rev. Horace M. Conaway, Ph. D., D. D., First M. E. Church, Warren, Pa.

## Monday, June Seventeenth.

- 7:30 to 11:30 A. M.—Final Recitations and Examinations Concluded.  
 3 P. M.—Base Ball Game, Wooster University vs. Ohio.  
 6 to 8 P. M.—Receptions to Alumni and Visitors by the Philomathean and Athenian Literary Societies.  
 8 P. M.—Annual Oratorical Contest between Representatives of the Philomathean and Athenian Literary Societies.

## Tuesday, June Eighteenth.

- 9:20 A. M.—Closing Chapel Exercises.  
 2:30 P. M.—Base Ball Game, Wooster University vs. Ohio.  
 6 to 7 P. M.—Fancy Drill by Company from Young Women's Athletic Association.  
 8 P. M.—Annual Concert by the College of Music.

## Wednesday, June Nineteenth.

- 9 A. M.—Field Day Exercises.  
 9:30 A. M.—Meeting of Board of Trustees.  
 1 to 3 P. M.—Exhibits of Students' Work in the Commercial College and in the Art Departments.—Third Floor, Ewing Hall.  
 3 to 5 P. M.—President's Reception—for University Authorities and Employees, all Students past and present, Visitors to Athens, and Invited Guests.  
 7:30 P. M.—Alumni Address, Rev. W. H. Morgan, D. D., Central M. E. Church, Newark, N. J.  
 8:30 P. M.—Alumni Banquet, for Alumni and Invited Guests.

## Thursday, June Twentieth.

- 9 A. M.—Graduating Exercises, College of Liberal Arts.  
 Presentation of Diplomas to Graduates of the College of Liberal Arts, the State Normal College, the Commercial College, the College of Music, the Engineering Departments.  
 1 P. M.—Adjourned Meeting of Board of Trustees.

faith that will thoroughly furnish him unto every good work. Does Jesus Christ, the author of the Christian faith, in the spirit which he manifests and the pure influence which he exercises over the spirit of a man promise to bring him to the highest spiritual stature and to secure to him the richest fruition of moral and spiritual qualities? This is the cardinal consideration for those

who enter seriously upon the investigation of the Christian life. The question of miracle or no miracle in the physical realm is not the final question. The miraculous is the wonderful, the unfamiliar, the uncommon. Strange things have been done by those whose moral qualities were at enmity with the most evident principles of righteousness; given one with a superior understand-



ing of natural processes, and he can astonish those unfamiliar with the secrets of his art: the power of the mental over the physical is so recognized to-day that it is not difficult to believe that one with skill and understanding can do surprising things by suggestion; and this may be evidence of no divinity superior to that of others. Neither can one declare against the divine claims of Jesus Christ by asserting that the miraculous is not possible. Though such marvels are unknown to the world to-day, and though they may never have been, we do not presume to say that they are impossible, for all things are possible to God. And what possibilities the Infinite may in His own good time bring to pass who dares to say? But the sign of signs which establishes the credibility and trustworthiness of Jesus Christ, or of any teacher or worker in the moral and spiritual realm, is the quality of character that is produced, or the type of man that will result from the ac-

ceptance of Jesus's teaching and the reception of His spirit. This is a present day test; this is a product of the sort that we need ever more in the world. We ask, "What type of man or woman will it make of us? Will it make me generous and merciful toward my fellows, trustful and dutiful, hopeful and contented? Will it enable me best to fulfil my highest destiny in the world and fit my spirit for the hidden eternity?" Or if we turn to the point of view of others, "Will the faith make the noblest, the truest, the best of my fellow-men? Will it transform the children of men into their highest possibilities?"

By these questions I wish to say that the signs most reasonable, most convincing, and most reliable are the signs of personal character which faith in Jesus Christ and growth in His spirit have produced.

First then we turn to the mind and the life and the character of Jesus Christ, and find that His vision of man was noble, and



*Dr. Mercer's Nature-Study Class at "The Caves"*



*Campus View, Ohio University*

that his own life conformed to this vision. His idea of life was simple, humble, kindly, dutiful, humane and devout; lofty, inspirational and sublime. His interpretation of life ranges from the duty of the commonplace to the destiny of the immortal spirit. In His vision there dawns a view of human character that comprehends all the moral and spiritual excellencies, so fitly balanced, so finely blended, so instinct with life, so practical and so ideal, that whosoever looks thoughtfully upon this picture can see the mind of the perfect man. Neither the Prophet's Messiah, the Philosopher's ideal, the Poet's dream, nor the Artist's sculptured image has furnished to the aspiring mind of man another such spiritual model. His understanding of life was "the way, the truth and the life." It is very difficult to formulate Jesus's creed or to define precisely His mind. And this difficulty is no blemish in his model. It arises from the inherent vitality of his ideal, the essential spirituality of his message. "The words that I have spoken unto you are spirit and life." (John VI.-23.) For our aid we may reduce his message to a creed; but our creed is formal, while his mind is vital, it

quivers and pulses with the power of life. Thus the creed of one man, of one century, of one country, may change, may need revision, may require a new interpretation, but his words and his words' message remain. through the changing generations, the transitions of centuries, the variations of races, the same stimulating, guiding, elevating, saving truth. The human race in all the riches of its literature has nowhere found a substitute for the Gospel of the Son of Man; nowhere has man spoken a message so human, so ethically correct, and yet so spiritual in inspiration. As often as I read the dramas of Shakespeare, I am surprised with his knowledge of human nature. He knows its tenderness, its restlessness, its strength of passion, its baseness, its nobility, its generosity, its ambition, its selfishness, its self-forgetfulness, its vindictiveness, and its forgiveness. When I read Dante I wonder ever at his perception of the heights and depths of human character. What abyssmal depths of passion and sin, what glorious heights of experience and of life he portrays! But when I read the gospel and discern something of the mind of Jesus, I am filled with "wonder,



love, and praise." I can not think of a noble quality of soul unto which he has not ministered. Like Shakespeare, He knew what is in man; like Dante, He saw the heights and depths of character. But in it all there is a kindness, a brotherliness, a hopefulness, a common-sense illuminated with such sublime faith, such an appreciative estimate of simple goodness, and such confidence in the outcome of man's endeavor and of God's love and care, that I must esteem it the supreme message. Shakespeare may tell us what can be found in the world; Dante may tell us what are the consequences of human conduct; but Jesus reveals what we may be, what we ought to be, what we consent within ourselves that we should seek to become; and He encourages us by the most inspiring motives to go on unto perfection.

This is a sign, an appealing evidence that He is a teacher come from God. This perfect vision of the perfect character warrants our devotion to Him. In the beginning His words drew men to His words, now His words draw men to Him, for He, Himself, is the greatest fact of Christianity. Christianity is not coming to a law, however complete and perfect; it is not coming to a Bible, however sacred and sublime; it is coming to the personal Christ, coming into vital fellowship with the living Christ, who is alive forever more. And one of the signs that summons us to Him is the words that he has spoken, the vision that he has brought.

Again the conformity of Jesus's own life with the message that he has taught is another sign of His spirituality and worthiness of our love and trust. His life conformed to His teachings, He was himself a living illustration of His words. Rarely has any man been able to lift his life to the high level of his ideal. He aspires after it, struggles toward it, prays that he may attain to it, only to be well satisfied, if he has risen measurably toward the object of his aspiring. But Jesus kept His own law, fulfilled His own vision, achieved His own ideal. In Him is no inconsistency between rule and conduct.

"And so the word had breath and wrought  
With human hands the creed of creeds

In loveliness of perfect deeds,  
More strong than all poetic thought."

Did He affirm God's love and care, He lived in perfect trust of that love; did He teach the beauty of forgiveness, He forgave with full remission; did He exalt by His words purity of heart, by His life He showed an unsullied spirit; did He see the vision of perfect patience, in practice He suffered long and was kind and let patience have her perfect work; did He emphasize the glory of service, He was Himself among men as He that served, and His service was unto death; did He bless the peacemaker, He Himself was a prince of peace. He is alone among men the ideal realized, the truth personalized, the perfect pattern worked out in conduct, and this is a sign of His divineness, the testimony of His headship to the race. O thou Prince of life! because Thou hast lived a perfect life, to Thee we turn to be our moral guide, our spiritual prophet, the cynosure of our souls, "for no man can do the signs that Thou doest except God be with him."

Another sign of the worthiness of Jesus for an abiding place in man's faith and affection is the character which he educes in those who make him their inspiration and keep his words. He declared: "Ye shall know them by their fruits," and He called His disciples "the salt of the earth," "the light of the world." An appealing evidence of the divine mind and moral power in Jesus Christ is the elevation and perfection of the character of those who have put their faith in Him. No one country, race, faith nor civilization can claim to have produced all the good, the great in human character. This production has flowered upon many soils and in various climes; but nowhere has a character been so frequent or so perfect as among the disciples of the Son of Man. He has made men and women goodlier, nobler, and holier. He has transformed them by the renewing of their minds and wrought them into faithful likeness of his own supreme personality. Not one, but thousands can be chosen to confirm this claim. The annals of the early centuries, the history of mediaevalism, the records of the





*The Manual-Training Class*

modern era all have their saints and their great souls to show forth the richness of the grace that is in Him. Let us select three who are familiar to our age and in them find the fruition of the Christian spirit.

John G. Paton was born at Dumfries, Scotland, in 1824, and in 1857 gave himself to the mission work in the New Hebrides Islands. Here among savagery and cannibalism he toiled on, showing patience and love, courage and faith, sacrifice and unwearying fidelity. His combined courage and gentleness, his persevering faith and his unfaltering loyalty to his Christian mission gave him such influence over the native peoples, and brought them to such transformed and civilized conditions that their change is one of the marvels of the past century. This element of human character which inspires a man with a willingness to devote himself to the uplift of those who are down, that qualifies him for the ministry unto these wild and ignorant natives, that sustains him with a hopeful

and confident expectation in the midst of most unfavorable conditions, and of slow progress, owes its strength and inspiration to Him who came "to seek and to save that which is lost."

The seeker for great personalities finds in Bishop Phillips Brooks one of the fullest and grandest characters. It is fourteen years since he passed from his earthly position of dignity and service to the presence of the unseen God. His was a manhood gentle as a woman, strong as a giant. Penetrating into difficult questions with the keenness of an analytical philosopher, he yet kept such vital love toward God and toward man that his conduct and his utterances were warm and encouraging. He lived an abounding life, felt the glow and glory of man's sonship toward God, loved truth with fullest appreciation, gave forth spiritual suggestions and moral intimations in chaste terms and with a contagious vitality. He was rich in his knowledge of history, of art, of poetry and of religious philosophy. These all had so become a

part of the man's character that their coloring touched all his living, thinking, and speaking. He was to his age a spiritual prophet, a voice of inspiration. When we strive to find the secrets of this abounding life, the causative forces which fashioned him and gave him his inspirational power, we come upon his Lord and Master. From Jesus, Bishop Brooks derived his certainty of God, his eager love of man, his lofty vision of life. Strong and vital as was his physique, rich as was his inheritance, favorable as were his environments, broad and deep as was his scholarship, keen and comprehensive as was his intellect, delicate as was his imagination, we do not find the final secret of his spiritual life and of his moral visions, but in his intimate and constant fellowship with Jesus Christ. The perennial source of this man's character is the personality of Jesus, and this gracious Lord transformed His trusting disciple into His own image, until "through the pure and simple character of Phillips Brooks we look steadfastly into the infinitely richer, purer and more glorious character, his Master, Jesus Christ."

One of the noblest characters of the nineteenth century was William E. Gladstone. Great he was as a statesman, as a scholar, as a churchman, but nobler than these was his greatness and completeness in character. He combined in his comprehensive soul gentleness and kindness with strength and power; compassion for the unfortunate and erring with "active hatred of cruelty, injustice and oppression"; personal purity of heart with public leadership for great causes of righteousness; domestic affection and faithfulness with a lofty devotion to national honesty and humanness. Gladstone lived, thought, and wrought in an inspiring era. But the deepest source of his inspiration was not in his country, his century, his contemporaries; but in his Christ of God. A political rival called him "the great Christian," and here was the source of his character, the hiding of his power.

But the glory of our Lord is not that he has created nobility of soul in a few conspicuous leaders in the various fields of human service, but that He has given the power of kindness, of sacrifice, of service,

of righteous endeavor, of hopeful continuance in well-doing to so many of the children of men. The witnesses of this power to transform and ennoble those who follow Him are found among the common folk who compose the masses of our citizenship, among the once fallen and despised who have risen to self-control and to new life, among the converts of Christian missions who have been leavened with the leaven of love and righteousness. All these are witnesses that the Lord of the Gospel is the "power of God unto salvation to every one that believeth." Jesus holds this divine prerogative alone and unequaled, the creation of men and women after the image of the Eternal. There have been other great and inspiring characters, there will still be others in the ages to come; but He is the Master, the Prince of life, who has "come that men may have life and have it abundantly." The final product of human endeavor is a perfected humanity, this is the goal of history, the purpose of the ages, and Jesus is the incarnation of that purpose. He has come beforehand to show us the perfect man and to give us the power to become the sons of God. Already He has given us an earnest of this power. He has shown us what manner of men and women He can fashion. We behold them and call back to Him: "We know that Thou art a teacher come from God, for no man can do the signs that Thou doest except God be with him." These three signs are some of Jesus's credentials for our acceptance and fellowship with Him; His vision of character, His realization of character in Himself, and His production of character in those who have followed Him. These are the goodliest, the noblest, the divinest. Until Heaven condescends to give us a loftier, a diviner, we have not any other name under heaven that is given among men wherein we must be saved.

"O Lord and Master of us all!

Whate'er our name and sign,

We own Thy sway, we hear Thy call,

We test our lives by Thine.

"We faintly hear, we dimly see,

In differing phrase we pray;

But dim or clear, we own in Thee

The Light, the Truth, the Way."





*The Old Swimming Hole*

## Alumni Address

### THE MISSION OF EDUCATED MEN.

By Rev. William H. Morgan, D.D., Newark, New Jersey.

The following is a mere outline of the address which was delivered without notes:

**T**HE desire to serve his own day and generation, is the most laudable ambition of man.

An intelligent knowledge of the achievements of the past is essential to effective service in the present.

The present is the product of the past.

All the rich growths of the present have their roots in the soil of yesterday.

In the upward movement of humanity, each century is marked by some distinct contribution, some great achievement.

The speaker then described the achievements of the fifteenth, sixteenth, seventeenth, eighteenth and nineteenth centuries.

He characterized the nineteenth century's greatest achievement as "the ever-deepening reverence for man."

The tendency of the age was to give to all what was once supposed to be the exclusive privileges of the few.

The material advancement and the intellectual advancement of the century were outlined. The crowning achievement was the elimination of human slavery in Christian countries.

Great men and women worthy to be held in everlasting remembrance were the head and front of these great moral, intellectual, and political movements.

Luther, Calvin, and Melancthon were the moving spirits of the great Lutheran reclamation.

John Pym, John Hampden, John Milton, and Oliver Cromwell, all children of Oxford and Cambridge, were the leading spirits of the Revolution in England.

The movement for emancipation in Ireland presents such names as Swift, Molyneux, Grattan, Daniel O'Connell, Burke, and Lecky, men of the colleges whose voice and pen have gained for Ireland her present freedom.

In Italy, Silvio Pellico and Foresti and Cavour made possible the leadership in the



held of Garibaldi, and won constitutional liberty for Italy.

Our own revolution presents such names as Samuel Adams, Jonathan Mayhew, James Otis, Alexander Hamilton, Adams, Jefferson, and a host of others who created public opinion which supported the warrior Washington in the conflict for liberty.

In the conflict concerning slavery, Wendell Phillips, Garrison, Whittier, Lowell, Longfellow, Emerson, Parker, Beecher, and Channing made possible the successful issue of the elimination of slavery.

In our day the age demands trained intellects and consecrated hearts. The solution of our problems requires as much careful thinking and as consecrated self-giving as those of any age in the world's history—self last, humanity first.

## Fourth-of-July Exercises

Extracts From the Address of Judge Warren Gard, of Hamilton, Ohio.

In the city of Philadelphia there rests in honored position a piece of cracked metal whose brazen tongue long ago rang out the first notes of the independence of the colonies in the young America, and this Liberty Bell transported from time to time to exposition or public affair, is an object of veneration to Americans, young and old.

In New York harbor there stands with uplifted hand bearing a lighted torch the Statue of Liberty, and upon this the outgoing American gazes with his last look as he leaves our shores, and upon this the incoming American rests his eyes with the assurance that he is again at home, and with this, too, the seeker for new benefits from foreign country first sees the augury of his hope.

In the city of Washington there stands a mammoth granite pile rearing itself in stately yet simple grandeur above Capitol Building and White House, above all where the Potomac flows sluggishly to the sea, this erected in grateful honor to the First American, a tribute from this and foreign countries. It is said that one of the stones of that monument bears the inscription "Rome to America," and that

from the Temple of Peace hard by the palace of the Caesars in old Rome it came, bearing with it its message from the land of old power to the land of new power.

These three things are the visible symbols of our country and its institutions, giving to the eye the assurance of that which the mind knows.

Impossible to afford even passing recognition to all the men who have made our present institutions possible, the mind halts before the name of Washington and there pays tribute more than to any other one man, to success in war and in peace. From among brilliant men and wise counselors he was chosen to lead the way, and it was his safe and sane guidance which sustained the army of the colonists in the fight against Great Britain; he, who through victory and defeat yet held unflagging to his course. Such the massive mastery of the man, such his calm, rigid insistence, that by force of his own personality largely he held the ragged and tattered Colonial army against the war lions of a world power until the surrender of Cornwallis marked the birth of a new nation. Not yet were his duties done, for after the strife of separate states this man urged the union of all the states, to which union he gave such untiring devotion as a citizen delegate and as chief administrative officer that he became indeed "first in war, first in peace, and first in the hearts of his countrymen."

It is the spirit of liberty of which this day should be typical. There is no higher and no better way of celebrating Independence Day than by thoughtful consideration of this liberty and its true meaning. Not the noise of booming cannon, not the flashing and pyrotechnic display mark the meaning of this day; but the message transmitted all along the years that have been up until the today. The demand for all the liberties as voiced by the American colonists of 1776 is and should be the demand of all the Americans in this year, nineteen hundred and seven. Nearly one hundred and fifty years after the first shot of the embattled farmers which echoed round the world, true Americanism and the success of our government in its best sense can mean no more, must



FOURTH OF JULY ORATORS, SUMMER SCHOOL, 1907

1. President Alston Ellis
2. Hon. Wm. G. Frizell

3. Judge Warren Gard
4. Hon. Freeman T. Eagleson

mean no less. The rights of civil liberty, of religious liberty, of contractual liberty must ever stand as the very bulwarks of independence. America today is the crucible in which is going on hour by hour the great fusing of the races, and from this must come the future American.

I read the other day of a distinguished Russian who upon being asked his impressions on the occasion of his first visit to America, said of its people: "They stand erect, they do not cringe." It is this standing erect itself, this erectly facing the problems which confront us, which constitute the duty of Americans today.

When cable and telegraph and telephone and railroad have made neighbors of far distant countries, different conditions manifestly do prevail over those of years within the memory of all of us; and yet,

so builded were the foundations of our government that it has been said of the Constitution of the United States that not one word, not one phrase could be changed for the better.

This, then, the message which should come from those here assembled before me today, tomorrow, and in the weeks, and months, and years hereafter, to the young of our own country and to the alienists who seek our shores, the spirit of liberty and equality to be made known wherever American institutions prevail for their entire preservation.



## American Prosperity

Extracts From the Address of Hon. William G. Frizell, of Dayton, Ohio.

Mr. Frizell said in part:

**T**HE year 1896 marks an epoch in American history. Then we began our career as a commercial and political world power. In that year a drought in India determined a presidential election in America. We were in the midst of hard times. The farmers of the country were disheartened. Their farms were mortgaged, and they could only foresee foreclosures. Their crops were selling at ruinous prices. That year our home crops and the European crops were larger than usual. Mr. Bryan and Mr. McKinley had been chosen as the presidential candidates. Mr. Bryan was preaching to the farmers that wheat could never increase in value under a gold standard. In August of that year, wheat was selling at fifty-three cents a bushel. Toward the end of the month came the report of a crop failure in India. From Liverpool soon came also a demand for American wheat. Wheat then steadily rose in price from fifty-three cents to ninety-seven cents before the presidential election. The farmers saw that the price of wheat depended upon the old law of supply and demand, and not upon the free coinage of silver; so the agricultural states cast their votes for Mr. McKinley and elected him president. The high price of wheat caused more wheat to be planted that fall than ever before. The crop of 1897 was the largest that we had known. In Europe, in 1897, there was a crop failure. Wheat went to a dollar a bushel, and Europe took all our excess. This foreign market for our farm products started the wave of prosperity.

During the same hard times, the factories were closed. Our home market was stagnant, our manufacturers began to hunt for a foreign market. They found that they could compete with Europe. In 1897, they began to send their manufactured goods to Europe in such quantities that Europe cried out against the American invasion. The Austrian Minister of Foreign Affairs proclaimed, to terrified

Europe, that their only hope was in uniting to prohibit the importation of American goods, while the press of Europe claimed that the menace to their countries was not the yellow peril but the American peril. In a single year our exports jumped to six hundred and fifty million dollars. In four years of President McKinley's administration the excess of our exports over our imports was greater than the excess in all the previous one hundred and eight years of our national history. Europe suddenly became our debtor. We loaned money to European nations. Thus through finding a foreign market for the excess products of our farms and factories we leaped from the direst adversity to the most golden prosperity. Our recent ten years of marvelous prosperity are due to our commercial expansion.

The continuance of our prosperity depends upon the maintenance of a foreign market. We can produce more than we can consume. If we cannot sell the excess abroad, we will stagnate at home. We can and ought to be the world's granary. An American farmer, with American agricultural implements, can raise more than any other farmer in the world. One farm hand in America can produce as much grain as three in England, four in France, five in Germany, or six in Austria. Our capable American farmers can raise far more than America can consume. Our farm prosperity depends then upon the foreign market.

We ought, moreover, to be the world's workshop. Our workmen are more ingenious than any other in the world. In thirty years our Patent Office at Washington issued over six hundred thousand patents, or more than half as many as all the patent offices of all the other governments of the world combined. We have the workmen. We have, too, the raw material. More than one-half of the coal supply of the world is buried beneath American soil, and a third that is mined is taken from American mines. In close proximity we have the iron ore. Paying the highest wages, we can still manufacture steel cheaper than any other nation. In a single year our manufactured products reached \$12,500,000,000, exceeding those of Great





*Training-School of Ohio University Summer School, 1907*

Britain and Germany combined, by \$450,000,000. We can easily be the world's workshop. We can manufacture more than we can consume. If we cannot sell the excess of our manufactured goods abroad, our factories will be closed. The prosperity of our farmers and of our manufacturers, alike, depend upon the foreign market. Given an ample foreign market, and America can easily be the world's granary, the world's workshop, and then the world's banker. Our prosperity will then be continuous and our wealth beyond our dreams.

An ample foreign market for all our surplus can be obtained by taking the proper means and measures. The increasing demands of mankind for more of the conveniences and luxuries of life will cause them to seek our products, while the increasing productiveness of peoples, as they become more civilized, will enable them to buy all that we can produce. In

seven years our Asiatic neighbors increased their purchases from us from \$27,000,000 to \$104,000,000.

To secure and to develop that foreign market, so that it will grow as we grow, will require a powerful navy and a large merchant marine. A powerful navy is necessary to maintain an open door for our goods into the rapidly growing, great oriental market. That navy we have. In this year's rating of the navies of the world, ours is advanced to second place, being exceeded only by that of Great Britain, who is incomparably the mistress of the seas. As both Great Britain and ourselves desire the maintenance of the same open door into the oriental market, our combined navies insure the keeping open of that door.

We have a navy, but no merchant marine. The American flag flies over few American ships. It is such a rarity as to be a curiosity in foreign ports. Almost

all the exports of the largest exporting nation of the world are carried in foreign ships. The freightage is the tribute that we pay to foreign nations, that should be paid to American sailors and ship owners.

Having no American merchant marine, we have no means to open new trade routes, or to develop new markets. With the ever-growing South American market, which naturally should be ours, we have no connection, except through Europe and European ships. Without American ships, it is almost impossible to make commercial progress there.

Under our present laws, an American merchant marine is impossible. Unprotected, it cannot compete with that of other nations. To create it will require national protection or subsidy. We have protected the farmers and the manufacturers by our protective tariff, and have secured for ourselves prosperity. Why is it not the part of wisdom to extend the same protection to our shipping so that by expanding our foreign market we may secure continuous prosperity for our farmers and manufacturers? Commerce follows the flag; our flag should be flying from the mast-heads in every commercial port in the world. That can only be accomplished by the passage of a ship-subsidy bill like that of other nations which will secure for us a merchant marine.

Our commercial prosperity and prospects are some of the things upon which we can congratulate ourselves upon our National Birthday.

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#### EXTRACTS FROM THE ORATION OF

Hon. Freeman T. Eagleson, at Ohio University, July 4th, 1907.

Mr. President, Ladies and Gentlemen:

We meet today in this happy relationship to celebrate the one hundred and thirty-first anniversary of American Independence. And in this celebration, we fulfil the prophecy in "The Supposed Speech of John Adams" in that, we celebrate with bonfires and illumination and with copious tears of thanksgiving and joy for a free country and a free people. It is, my respected fellow-citizens, a matter of high

joy and congratulation that this anniversary day is one day in the year on which men of different principles, different political opinions, and different religions can associate together and join in the one thought of gratitude for the individual liberty that is ours.

So that the 4th of July is not an occasion to encompass land and sea to make proselytes. It is a day on which we meet to review history, to make comparisons between governments, express our appreciation of the legacy of liberty which our fathers have handed down to us for our sacred keeping, and to dedicate anew our allegiance to this land of ours. How interesting to go back and watch that cradle on the waves—the Mayflower—in its feeble attempt to land at Plymouth Rock. We watch those determined men and women step out on the bleak and rock-bound coast, inflexible in their resolve to establish a Republic. We of this generation get from the pages of history and from maternal lips the story of the sorrow, the anguish, and the suffering of our pilgrim fathers. We can see the first settlers, their small clearings, and their rude huts in which they lived and loved; brave men and true women, builders of homes and founders of states.

It is fitting on this occasion to crown with encomiums the Father of His Country, John Hancock, Patrick Henry, Benjamin Franklin, and a score of others who defied a despotic king that a Republic might exist. But as I am speaking to an audience composed so largely of students of this magnificent institution, I prefer, with your permission, to come nearer to our times and discuss briefly the principles of our Republic and our duty to it as citizens.

Every nation which has left for itself a prominent place in the world's history has represented some great ideal, which has given direction to the nation's life and form to its civilization. With the Egyptians this seminal idea was life; with the Persians it was light; with the Hebrews it was purity; with the Greeks it was beauty; with the Romans it was law; with the Anglo-Saxons it has been, is and shall be, civil liberty and spiritual Christianity.





*South College Street, Athens, Ohio*

And to this proposition this nation was dedicated in early youth. That which we enjoy today is but the consummation of that principle of civil and religious freedom that was promulgated by William the Silent in Holland; that was defended by Cromwell and his Ironsides of England; that was carried by the Pilgrims across the silvery waters of the Atlantic ocean; and was fanned into a blaze by the early settlers of the colonies. It was this principle that animated the Revolutionary heroes to offer their lives and lay them down upon the altars of their country, in order that the future generations of this nation might enjoy its fruits.

It was to defend this principle that the soldiers and sailors of 1812 defended the starry folds of the beloved flag upon the seas made crimson with patriotic blood. It was for this principle that the boys in blue marched down into the sunny South and for four long and bloody years fought the world's greatest series of battles and to give to our constitution a construction that would not be misinterpreted. It was to extend this principle that sons of the men who wore the blue and the sons of

the men who wore the gray in the sixties volunteered to fight foreign nations under a tropical sun. So we learn as we study the annals of American history that this principle has not only been nurtured and sustained, but that it has been handed down to the islands of the seas and that it is still marching on in its world-wide mission.

The basic principle of this government is that to each individual belongs the inalienable right of life, liberty, and the pursuit of happiness. It affirms that the nation exists not for the benefit of one man, or set of men, but to secure to each and all the fullest opportunities for personal development. It stands in strong contrast with the governments of the old world in this: There, the thought is, that the individual lives for the nation; here, that the nation exists for the individual.

It was established by the most earnest and resolute men of the most virile races the world has ever developed. They were separated by three thousand miles of restless ocean from the greed and wealth of the old world. They came here under the impress of strong convictions. They rep-



resented a great ideal. So we see that this nation was established in a place, at a time, under circumstances peculiarly unique and fortunate. Conditions which I think, can never be repeated; and if the efforts here made to establish popular government fail, we may well believe that the failure will be final.

It is a practical government, because it demolishes distinctions pride and ambition create. It is encumbered with no lazy load of hereditary aristocracy. It clothes no one with the attributes of God and sinks no one to a level with brutes.

It is truly a government of the people, for the people, and by the people. And the question of its perpetuity and the responsibilities that rest upon us as citizens thereof are the thought—subjects of the hour.

To perpetuate the government we must cherish the love of it. One chief pillar in the republican fabric is the spirit of patriotism. And patriotism should be nurtured and encouraged. Our duty as citizens is not a solitary one. It is connected with all the duties that belong to us as men. You are the most privileged people that the sun shines on. The salutary influences of your climate are not inferior to the salutary influences of your laws. Your soil, rich to the proverb, is less rich than your constitution. Your rivers, large as the oceans of the old world, are less copious than the streams of social happiness that flow around you. Your air is not purer than your civil liberty, and your hills, though high as heaven, and deep as the foundation of the earth, are less exalted and less firmly founded than that benign and everlasting religion which blesses you and shall bless your offspring.

Amidst these blessings of nature and providence, we should be cautious. Standing in this place sacred to truth and dedicated to the instruction of growing youth, I would not undertake to assuage you that your liberty and your happiness may be lost. But men are subject to men's misfortunes. We are yet in the experimental stage with this Republic. We have everything to lose, we have nothing to gain. We live under the only government that ever existed which was framed by the

unrestrained and deliberate consultations of the people. Miracles do not cluster. That which happened but once since the dawn of history cannot be expected to happen often.

We have entered the new century under new conditions. We have, whether wisely or no, rendered obsolete the words of wisdom in the farewell address of the Father of His Country. We have made a radical departure from that which we call the Monroe Doctrine. Commerce whose mandate no law can stay, whose excursions no legislature can check, brings us, whether we will or not, into the great council of nations. Whether we can extend our field of government to the corners of the earth and yet remain a strong government at home depends upon our individual citizenship and how well we recognize duty; and being a good citizen of a free government is not a trivial care. No man has a right to be a delinquent in performing the duties devolving upon him as a citizen.

We occasionally hear men of culture and means who would sneer at politics and the people who serve in an official capacity. And such expression gives us a right to question whether or not they really understand the relationship of the citizen to the government in a Republic. No more important duty rests upon the citizen than the service at the primaries and the polls. I know there are many to whom the primary is a matter that does not invite attention; a campaign being a hunt for office and an election day a semi-holiday. Shame for such a citizen! But to him who appreciates the value of a government by the people, to him who appreciates the dignity of American citizenship, and the personal responsibilities for the successful out-come of the great problem; to him the primaries and the polls are sacred places, and the service he renders there, as important as any rendered in the battle field or in the halls of congress. We find people, too, who, conscious of education and intelligence, are effected with a daintiness which leads them to avoid the touch of the common people and remain away from the election. Then when the out-come does not accord with their views,



*The Special Class in Story-Telling*

they mourn over the decadence of the American people and the imperfection of their political system. But these are the exceptions and they must ever remain so.

Millions of young hearts, in all quarters of our land, are awakening at this moment to the responsibility which rest peculiarly upon them of rendering the fullest measure of service as citizens of this country. Millions of young hearts are resolving, at this hour, that it shall not be their fault, if this government does not stand for centuries to come, as it has stood for the century past—a beacon of liberty to mankind. Their little flags of hope and promise are floating today from every cottage window along the roadway. With these young hearts the country is safe.

I have said that patriotism should be nurtured and encouraged. And in this we are not without multitudes of beautiful examples, chief of which I think was demonstrated in the late war with Spain, when the sons of the North left their homes to go to the foreign land, singing—

"The Star Spangled Banner, long may it wave,  
O'er the land of the free and the home  
of the brave."

To be joined by the sons of the South coming from their happy homes with the sweet melody upon their lips—

"Away down South in Dixie,  
In Dixie land we take our stand  
And live and die for Dixie."

Since the war we startle tyrants on foreign thrones and win the encomiums of the just king as we shout our jubilee.

"'Tis the union of lakes, the union of lands,  
The union of states, none can sever;  
The union of hearts, the union of hands,  
And the Flag the Union Forever."

We renew today allegiance to this country of ours. And what a country it is! A country which literally knows no north, no south, no east, no west. Which has no boundaries save where the restless waters

of the oceans wash upon its eastern and its western shores. Across this mighty empire moves the procession of eighty millions of contented people, and the tramp, tramp, tramp of their footsteps is the music of the Union. They bear one flag, one flag for all, and as it flutters in the winds which blow from the Penobscot to the Pacific and to the far isles of the sea, I read upon its glorious folds: "For God and Native Land."

"The tumult and the shouting dies  
The Captains and the Kings depart  
Still stands Thine ancient sacrifice,  
An humble and a contrite heart.  
Lord God of Hosts be with us yet,  
Lest we forget, lest we forget."

## Great Figures in Our History

### Reply of President Ellis to An Interesting Question.

**Y**OU ASK—Who are the greatest figures in American history?—the word "greatest" being defined as connoting those of the most commanding genius and personality, who have had the most powerful influence on the course of American history, and whose career is most worthy of study and imitation.

Surely there is a long list of names from which to make selection, and therein is a great difficulty. The reader in the library has hesitation in choosing his book. There is too much reading wealth about him. It is not much effort to select the cloth for a suit of clothes from two or three good samples; but it is quite another matter when a hundred samples are to be handled. From the shining frame of the starry heavens, who shall select the few stars of commanding position and effulgence?

Again, the selection of the "greatest figures" will depend somewhat upon the training and environment of the selector. A Mormon would hardly omit the name of Brigham Young from his list; the believer in the "Christian Science" cult would surely not omit the name of Mrs. Mary Baker G. Eddy. The one receiving a liberal pension under the terms formulated by "The Carnegie Foundation for the Ad-

vancement of Teaching" would, perhaps, put the name of Andrew Carnegie well up in the list. Seekers for financial recognition at the hands of "The General Education Board," having the control of the Rockefeller millions, would, doubtless, feel called upon to include the name of John D. Rockefeller in their lists. Joan of Arc was a saint, as seen by the French; a witch, from the viewpoint of the English. There are those in this country today who would give the names of Jefferson Davis and General Lee a more prominent place in the "Hall of Fame" than those of Abraham Lincoln and General Grant. In the primitive days of Christianity, "one saith, I am of Paul; and another, I am of Apollos."

It is frequently remarked that much of the history of a country is connected with the life work of a few strong notable personages. Says Emerson: "History resolves itself very easily into the biography of a few stout and earnest persons." "Great men," says Burke, "are the guide-posts and landmarks in a state." Carlyle expresses the same thought in more figurative language: "Great men are the fire pillars in this dark pilgrimage of mankind; they stand as heavenly signs, everlasting witnesses of what has been, prophetic tokens of what may still be, the revealed embodied possibilities of human nature."

In your query, you make definition of "greatest" as you wish the word to apply to those whose names are listed. That definition adds to the difficulty of selection. Some have commanding genius and exert a powerful influence who yet do not exhibit a career worthy of implicit imitation. Some of the humblest, less obtrusive careers are more worthy of imitation, by young and old, than those of many who have commanded listening senates, won fame on fields of battle, or added imperishable treasures to the world's storehouse of knowledge. Taking the question as stated, two lists—perhaps three—might suggest themselves to the mind of the list maker. However, as you say that the value of the answer will be increased by the addition of "a few words stating the reasons for the selection made," I shall give the names, reserving to the brief ex-





*Northwestern Teachers' Association*

planatory remarks any comment upon the "study and imitation of the career of the persons named."

My list is as follows: George Washington, Alexander Hamilton, Benjamin Franklin, Thomas Jefferson, John Marshall, Abraham Lincoln, Henry Ward Beecher, Daniel Webster, Ralph Waldo Emerson, and Theodore Roosevelt.

Washington—I think common consent will place this name at the head of the list. Unmeaning words are not used when Washington is called the "Father of his Country." Something of policy may have prompted John Adams to nominate Washington as Commander-in-Chief of the army in 1775, but it is juster to suppose that Adams "knew his man." Washington was the central figure in the history of this country from the time of Braddock's defeat, in 1775, to the day of his death in 1799. He directed the movements of our forces in the Revolutionary War with consummate skill; he presided over the deliberations of the Constitutional Convention, in 1787, with dignity and marked abil-

ity, he held the office of President in a formative and critical period of our national existence; and at all times, in private and public life, he so conducted himself as to leave an almost flawless record. The opinion of Washington, held by his contemporaries, is expressed in the resolutions offered at the time of his death, in the House of Representatives, by Richard Henry Lee, in which, with other words expressive of high esteem and irreparable loss, Washington is described as "first in war, first in peace, and first in the hearts of his fellow-citizens." President Adams, in referring to the nation's loss, in fitting terms, spoke of "the most illustrious and beloved personage America had ever produced." Said Lord Brougham: "It will be the duty of the historian and sage of all nations to let no occasion pass of commemorating this illustrious man; and until time shall be no more, will a test of the progress which our race has made in wisdom and virtue be derived from the veneration paid to the immortal name of Washington."

On the Nation's birthday, in 1848, the corner-stone of the great Washington Monument was laid with imposing ceremonies. Robert C. Winthrop, the orator of the day, paid a glowing tribute to Washington, from which the following eloquent passage is taken: "Lay the corner-stone of a monument which shall adequately bespeak the gratitude of the whole American people to the illustrious Father of his Country. Build it to the skies; you can not outreach the loftiness of his principles! Construct it of the peerless Parian marble; you can not make it purer than his life! Exhaust upon it the rules and principles of ancient and modern art; you can not make it more proportionate than his character!"

Benjamin Franklin—The homely wisdom of "Poor Richard" has not yet lost its force. Born in poverty, and obscurity, Franklin, by his native talent and untiring perseverance, became one of the leading men of his time. The versatility of his power is seen in the widely-different fields of effort in which he achieved success. He attained eminence alike in the domains of science, letters, legislation, and diplomacy. His electrical experiments made a pathway for Morse, Edison, Bell, and others. He was an administrative officer of no mean ability. He had respect from, and influence with, others both at home and abroad. He held high colonial positions under the British government; he was the author of the "Albany Plan of Union;" he placed his name to that immortal document, the Declaration of Independence; his efforts at the French court assisted in securing France as an ally of the Colonies in their struggle for independence; as a treaty envoy, his services in framing the provisions of the Treaty of 1793—that by which our independence was recognized by the Mother Country—were incalculably great; and as a member of the Constitutional Convention, in 1787, he was a power in construction and forceful as a peace-maker. John W. Foster, in "A Century of American Diplomacy," justly says of Franklin: "He was our first and, by all odds, our greatest American diplomat. \* \* \* Of the numerous agents and representatives who were sent abroad by the

Continental Congress, he was the only one who possessed any experience in diplomacy. \* \* \* He had flown his kite and made himself famous in the wondrous field of electricity. He had also attained such celebrity as an essayist that a volume of his treatises had been translated into French, German, Italian, and Latin. At that time (1757) he was the most widely known American."

It would be an ungracious task to make effort to show why some phases of Franklin's character are not "most worthy of study and imitation." He was a great man, despite some moral weaknesses, and rendered his country distinguished service. He well merits a place on the roll of our country's notables.

Alexander Hamilton—At a public dinner in New York, given in 1831, Webster, in eulogizing Hamilton, said: "He smote the rock of the national resources, and abundant streams of revenue gushed forth. He touched the dead corpse of the Public Credit, and it sprang upon its feet." Hamilton's public services speak for themselves. The unwavering confidence Washington had in his ability and integrity is, in itself, no slight testimony in his favor. Hamilton served as one of Washington's aides in the Revolutionary War, but, as such, did nothing of commanding merit, yet, in the estimation of his military superior, he had military skill, else would he not have been called by Washington into such prominence when in John Adams's administration war with France seemed inevitable. Hamilton's chief fame rests upon his efforts to secure the adoption of the Constitution and his financial measures planned and carried into execution while at the head of the Treasury Department. His "Federalist" papers did much to make known to the people the necessity of union under the Constitution. He was the leader of the Federalist party. He favored a government strong enough to preserve itself at home and command respect abroad. Those who differed from him on the tariff, the assumption by the government of the state debts, and the creation of a national bank, as the financial agent of the government, must yet acknowledge that he brought forward these measures and made





*The Fairfield County Club*

them effective by a masterly display of statesmanship and leadership. Hamilton was true to his convictions of public duty. He courted unpopularity by defending Jay's treaty. Says Lodge, in a summation of Hamilton's characteristics: "His versatility was extraordinary. He was a great orator and lawyer, and he was, also, the ablest political and constitutional writer of his day, a good soldier, and possessed of a wonderful capacity for organization and practical administration. \* \* \* Weakness and incompetency were not to be found in Hamilton. \* \* \* John Marshall ranked Hamilton next to Washington, and with the judgment of their great chief justice, Americans are wont to be content.

After all this, true and strong as it is, it must be admitted that there are some events in Hamilton's life that even his friends review with hesitation and sorrow. His political opponents charged him with intrigue and duplicity. He built up a political machine, they said, and placed him-

self at the head of it. All this may be condoned and forgotten. Forgiven may be the lack of courage to turn his back upon Burr's challenge. Unless falsehood stalked about unabashed and unrebuked, in the days when Hamilton served as Secretary of the Treasury, some of his social relations, outside his family circle, were open to just criticism.

Thomas Jefferson—Our first Secretary of State had rendered his country distinguishable service, at home and abroad, before he was called to be a member of Washington's cabinet. The quarrel between Hamilton and Jefferson is historic. Some of their political ideas were as far apart as the poles. The leading spirit behind the "Kentucky Resolutions" of 1799, could have little in common with the man who sought to centralize power in the general government and was charged by his political opponents with "being the head of a treasonable conspiracy to overthrow the government and establish a monarchy." Unjust as this charge against Hamilton



was, there is ground to believe that Jefferson thought it to be true, in part at least. The power of the Federalists in John Adams's administration waxed insolent and dangerous to liberty as seen in the passage of the "Alien and Sedition Laws." It was high time for the advent of a new party with ideas of administration more friendly to individual liberty. No one now regrets the rivalry between Hamilton and Jefferson. It brought out some weak spots in the make-up of these great personages, but it brought about a wholesome balancing of political ideas in the administration of governmental affairs. Neither the Federalist party, under Adams's administration nor the so-called Republican party under Jefferson's administration, dared to go to extremes in pushing their views into legislation. Jefferson's name is linked to the immortal "Declaration of Independence," the "Louisiana Purchase," and the establishment of the University of Virginia.

John Marshall—Not in the army, not in the halls of legislation, not as a cabinet member—where in every instance he acquitted himself with honor—but as Chief Justice of the United States was enduring fame brought to John Marshall. The new Constitution was an experiment. Its provisions were not clearly understood; their application to practical legislation was a matter of dispute. Questions as to paramount power were to be answered. Limitations of power were to be interpreted. Said Jefferson: "Our peculiar security is in the possession of a written Constitution. Let us not make it a blank paper by construction." Marshall was not a loose constructionist, but he recognized the necessity of construing constitutional provisions with some liberality. In speaking of the Constitution he said: "This instrument contains an enumeration of powers expressly granted by the people to their government. It has been said that these powers ought to be construed strictly; but why ought they to be so construed? Is there one sentence in the Constitution which gives countenance to this rule? In the last of the enumerated powers, that which grants expressly the means for carrying all others into execu-

tion, Congress is authorized to make all laws that shall be necessary and proper for the purpose." For thirty-four years, the principles of interpretation set forth in the language quoted was applied by John Marshall as the head of one of the three great co-ordinate branches of the general government.

Daniel Webster.—Marshall and Webster, the son of Virginia and son of New Hampshire, were our greatest Constitutional exponents. Some passages from Webster's matchless orations are familiar to every school child in the country. No one can measure the effect of Webster's patriotic utterances upon the impressible minds of our youth. How many have been thrilled by the words, "Liberty and Union, now and forever, one and inseparable," uttered in reply to the sentiment, "Liberty first, and Union afterwards?" Webster was pre-eminent as an orator. He was not only such, he was a master of English style also. Today, his published speeches make good reading. Webster's fame as an orator overshadows his fame as a statesman and a broad-minded one, too, despite the bitter criticism of Whittier's "Ichabod." Even his "Seventh of March Speech," does not condemn him in the estimation of well-informed, fair-minded people. Webster loved the Union and was in favor of preserving it by constitutional methods. He thought laws were made to be obeyed and questioned any one's right to force his views, and direct his acts, contrary to legal and constitutional provision. In matters of government, he did not recognize the right of a citizen, by asserting allegiance to a higher power, to set at naught the laws of his country. The Webster-Ashburton treaty shows that Webster had strong diplomatic power. His remaining in Tyler's cabinet evinces his command over himself and his unswerving performance of what he regarded as an official duty. Upon the question of the impressment of American seamen he used bold, patriotic, and unequivocal language: "In every regularly-documented American vessel, the crew who navigate it will find their protection in the flag which is over them." Webster's life is a bright picture with a spot here and there. In some ele-



*University Terrace, Athens, Ohio*

ments of his character, there are lessons of warning. The great Jove nodded; let us use the mantle of Charity.

Abraham Lincoln—One does not lower Washington, from the high position in which he is placed by well nigh universal consent, by coupling Lincoln's name with his. The life of Lincoln is a wonderful story for old and young, native-born and foreign born, to read and ponder. Poor lad in a backwood's cabin, with such unfriendly surroundings, what lucky star of this nation beamed with auspicious smile upon the place of thy nativity! What strong power was it that exalted thee to render such conspicuous service to thy country! Washington assisted in forming the Union; Lincoln was instrumental in preserving it. The homely qualities of Lincoln all the more endear him to us.

A few threads of coarse fiber were mingled with the finer and more enduring elements of his nature. Considering his early environment, how could it have been otherwise? Plain, matter-of-fact, possessed of shrewd native wit, kindly and compassionate, firm of purpose where principle

and right were at stake, Lincoln by his clear, direct course, gave apt illustration of the truth that "responsibility educates fast." He came from Illinois to Washington, in a time of bitterness and strife, and fitted himself to his new responsibilities seemingly without effort. So much of the Lincoln-Douglas debates, in 1859, as is preserved to us in print serve to show the grasp the mind of Lincoln had upon the absorbing political questions of that day. This same virility of thought and expression, though refined and permeated with deeper feeling, is seen in the two Inaugurals, which are masterpieces of English composition. The brief "Gettysburg Address" won Lincoln more fame than Everett ever received from the delivery of one of his most polished addresses. The War of the Rebellion brought, with its close, great changes in this country. Many old ideas of government were buried under the wreckage of that period of internal strife. A new nation, dedicated to freedom and destined to become a world power, emerged from the shock of contending armies and the clash of diverse

ideas of constitutional interpretation. The part of Lincoln in the movements that led to "a more perfect Union" is recorded in bold characters. Let the record stand, to be a prompting to worthy service to country by those who may turn its pages with loving hands and open mind.

Ralph Waldo Emerson—Is any explanation needed as to the appearance of Emerson's name in this list? In Edward Everett Hale's "Lights of Two Centuries," the names of eleven prose writers are given. The only American name in the list is that of Emerson. Emerson was a thinker, a seer rather than a doer. A writer in *Blackwood's Magazine* says: "A more independent and original thinker can nowhere be found." "Emerson awakened us," says Lowell, "saved us from the body of this death. It is the sound of the trumpet that the young soul longs for, careless what breath may fill it. Sidney heard it in the ballad of 'Chevy Chase,' and we in Emerson. Nor did it blow retreat, but called to us with assurance of victory." Emerson was an optimist; and some one has said that he could no more help taking a hopeful view of the universe and its future than Claude could help flooding his landscapes with sunshine. Emerson had a great personality that was felt and recognized by all who came in contact with him. Father Taylor, when taken to task by some of his religious brethren for his intimacy with the supposedly unorthodox Emerson, replied: "If Emerson goes to hell he will change the climate there and emigration will set that way." Holmes says that when Emerson's teaching fell upon the right soil it bore a growth of thought which ripened into a harvest of large and noble lives.

Henry Ward Beecher—The great preacher of Plymouth Church, Brooklyn, New York, died a score of years ago after a life of great activity and wide-extended usefulness. The religion he taught was kindly and humane. It went straight to men's thought with convincing power. Beecher was a power for good both with voice and pen. He was on the right side of all the great ethical and political questions that engaged public attention. He gave the cause of the Union resistless,

convincing advocacy in England while our Civil War was in progress. His matchless power as a thinker and speaker was never perverted to selfish, unworthy ends. A cloud of scandal darkened his life's pathway at one time. It passed over and the sunlight of confidence and good will, from his fellow-men, again compassed him round about.

Theodore Roosevelt—"Call no man happy until he is dead," is the expression of a thought that has come down to us from some ancient writer. I hesitate to put the name of one still in the flesh in the list of "greatest figures." Roosevelt, at this time, occupies a commanding position in public life—a position no longer thought by anyone to be the result of accident. He has won his way into public esteem and confidence by his sturdy advocacy of what seemed to him right and proper. He is a leader, and yet he is not far in advance of the thought and wishes of the mass of people. He keeps in touch with them and continually does things which meet their approval and deepen their confidence in his leadership and his singleness of purpose. If, at times, he seems over-strenuous, the extra effort is usually found to be in the right direction and criticism ceases. Roosevelt has made few mistakes, when his zeal to push things that appeal to his interest and sense of official duty is taken into consideration. Today, he is easily the greatest living American—holding that proud position by the general thought of our own citizens and by a consensus of opinion among the intelligent people of other countries. If he "meddles," he does so where interference on his part seems proper and necessary. There is a well-grounded conviction abroad in this country that some of the so-called "meddling," on the part of our executive, by which small politicians and grasping, self-seekers are given ague chills, has come none too soon and can not be persisted in too vigorously or too continuously. The demand for some "strenuosity," in the right direction, at our seat of government, or wherever good laws are to be enacted and enforced, is pretty generally acquiesced in by our people.





*Mulberry Street, Athens, Ohio*

## Hazing at Annapolis Denounced by Dr. Ellis

Says "The Young Men Who Are Enjoying the Advantages of That Institution Should Set Example."

**"REPRESS BRUTALITY WITH STERN HAND"**

**"College Men Ought to Take Up This Matter and Abolish the Whole Pernicious System of Hazing."**

**T**HE recent cases of fighting and hazing at the U. S. Naval Academy, at Annapolis, are now undergoing a lengthened investigation. Enough evidence has been drawn out to prove a bad condition of affairs among the cadets of the Academy. Some of the underclassmen have been bullied and badgered by those but little older or more advanced than themselves to a degree scarcely to be believed.

In Congressional debate, December 18, 1905, the matter of hazing at the Naval

and Military Academies came up for an airing. Hon. Robert L. Henry, Representative from Texas, took a leading part in the discussion. Among other things he said: "Congress can put an end to hazing at these academies if it will but enact a Federal Statute, exercising the power that is conferred upon this body, defining clearly what constitutes hazing and prescribing a penalty. Then if officials at either academy wink at it, or knowingly encourage or tolerate it, let the statutory provisions make them accessories before the fact, or conspirators, subject to punishment for a crime and removal from office."

President Ellis upon receiving a copy of the speech from which quotation is made acknowledged its receipt in the following letter:

Athens, Ohio, January 16, 1906.

Hon. Robert L. Henry,  
House of Representatives.  
Washington, D. C.

Dear Sir: I beg to acknowledge the receipt of a copy of your speech delivered in the House of Representatives, Monday, December 18, 1905. Intelligent people all

over the country are with you in the position you take regarding recent occurrences at our Naval Academy. The young men who are enjoying the advantages of that institution, at public expense, ought to set an example, to the students of educational institutions all over the country, of honor, truth, and manliness. The recent disclosures as to the conduct of the students at the Naval Academy show conclusively to the unprejudiced mind that there is need of drastic action. Every student who so far forgets himself as to indulge in some of the practices described in the evidence given in the investigation now in progress ought to be fired incontinentally from the institution. There is entirely too much red tape and circumlocution in the matter of getting at the offender and meeting out to him just punishment. There is evidently a reign of terror established over the underclassmen, else many of the latter need new ideas about student honor. It is either abject fear or the honor that is said to prevail among thieves that is responsible for the hesitation and equivocation of some of the witnesses while undergoing examination. Those young men ought to bear in mind that they are the wards of the nation. The honor and dignity of the whole country ought to be embodied in their persons. The senseless brutality which hazing displays should be repressed with a stern hand. Surely out of the hundreds of young men in this country who would like to enjoy the advantages of the Naval Academy, there can be found enough of those who are gentlemen and are willing to govern themselves by the code of gentlemen to fill up its classes. I have not language strong enough to express my disapproval of the condition of affairs existing at the Naval Academy, as those affairs are disclosed by the investigations in progress. In addition to the fact that some of the officials immediately in charge seem to wink at the offensive practices, there is another trouble in the way that when these practices are ferretted out and punished by the suspension or expulsion of the offenders, these same offenders seem to have enough political pull or personal influence of some kind to secure for them a remission of their punishment. Seem-

ingly some of those who should stand up for decency and order within and without the institution are disposed to make light of the offences committed. I trust that you will not weary in the good work but that you will earnestly put forth effort to secure the complete abolishment of hazing at both the Military Academy and the Naval Academy. College men all over the country ought, also, to take up this matter seriously and aggressively and see that the whole pernicious system of hazing is forced out of our educational institutions, even if in order to bring about that desirable result half the students now matriculated have to be sent home.

With high regard and best wishes, I remain

Yours truly,

ALSTON ELLIS.

#### DISCIPLINE FOR STUDENTS.

The faculty of Princeton University has expelled thirty-one students, nearly all of them members of the freshman class, for conducting a keg party, which is an old practice at Princeton. The participating students doubtless feel that they have been deprived of a time-honored right and privilege, but the practice having become more offensive year by year, drastic measures were taken. A procession follows a water-cart and a dray loaded high with kegs, which are subsequently emptied in a secluded part of the campus. About three hundred students attended the festivities this year, but only thirty-one of them were safely identified as actual participants. This expulsion, if it is not compromised or receded from, will be a first-rate lesson. Probably college life was more rebellious and in worse taste than now, when men of present maturity were students; but it is by no means straight-laced, not even universally decent, in our day. Unless the college managements get better hold of their duties some day the honors of graduation will be secondary to the notoriety of rowdiness. Even the Military Academy at West Point and the Naval Academy at Annapolis carry on hazing to such an extent that the officers appear to lose control, or to be participants in the contemptible codes which have often developed under investigation. One class of





*The McLean Boarding Club*

students, glad to escape from home-teaching, or never having had the benefit of good breeding, determines that some other class shall not be composed of gentlemen. The officers are too often helpless or indifferent, or governed too much by coarse traditions to take any action in the matter unless they are goaded and threatened by Congress. A great many young men who would make the best officers are kept away from the military and naval schools, so that they may not have to undergo insult and humiliation at the hands of those who have themselves been jarred in their young manhood, and seek a cowardly revenge for their experience on innocent people. The student is one of the great hopes of the country, and in a normal state deserves honor; but he does not "own the earth," and ought to have that fact hammered into him with his classics and tactics. That is to say, the self-sufficient student who wants to be "tough."—Cincinnati Enquirer, July, 1907.

## Better Trained Teachers Needed

President Ellis, in His Reply to a Communication From State Commissioner of Common Schools, Points Out Defects in Our Educational System.

THE following letter was received from Hon. Edmund A. Jones, State Commissioner of Common Schools of Ohio, by President Ellis of Ohio University:

Columbus, Ohio, Feb. 15th, 1907.

Dear Sir: In the past few years there has been an enlargement of the course of study in our elementary schools and, in some cases, method has been carried to an extreme.

What, in your judgment, has been the effect upon the pupil of the multiplication of subjects of study and the refinement of methods?

As a college president you have had an



opportunity to judge of the results of the more modern training upon the pupil as compared with that of former years.

As I am studying this subject I shall appreciate any opinion you may give me bearing upon this matter.

Very truly yours,

EDMUND A. JONES.

President Ellis's reply to Dr. Jones's communication follows:

Athens, Ohio, Feb. 20, 1907.

Hon. Edmund A. Jones, Ph. D., State Commissioner of Common Schools,

Dear Sir: I note your question—"What, in your judgment, has been the effect upon the pupil of the multiplication of subjects of study and the refinement of methods?"

Answer—Good and bad effects, not so easily differentiated. The course of study as pursued thirty years ago would not meet modern conditions. Some changes in the old course—some additions and some eliminations—were inevitable and necessary. My opinion is that, now, a halt should be called on the activities of those who would further "enrich" the course by the addition of new studies.

The need of the present is better prepared teachers who are able to make use of more rational methods of teaching. Every day's experience adds to the strength of my conviction that the crying need in our schoolrooms is better trained teachers—those possessed of better scholarship, having a better understanding of child nature, and better able to devise and use sensible methods of teaching. Under the direction of such teachers, children will be saved mentally and physically from the misdirected efforts of a few educational enthusiasts, now devising plans for adding to an already over-crowded school course and prompted by zeal, it may be, but not that born of discretion. Given the right sort of teacher, and children grow worthily when taking up any subject of study not beyond their power to master.

It does not follow because a child is taught music, drawing, nature work, and the like, that he is less interested and proficient in other subjects supposed to be more solid and practical. There is such

a thing as a judicious correlation of some of the studies found in the school course. An unwise teacher can plunge a child's mind into confusion and wreck under any course of study, old or new. A child may be forced into the ranks of the mental incapables as well by the manner in which he is taught the "Three R's" as by making him "a Jack-of-all-trades-and-master-of-none" in an attempt to "get through" a course of study that a sensible adult would draw back from with alarm.

My opinion is that we are attempting too much in every field of educational effort. The child in the elementary school is not over-taught but is over-burdened with subjects of study—some of questionable utility. The high-school pupil must round out a college course of study—in name—and the result is mental shallowness with its attendant insufferable conceit. Even in college halls, students are sometimes attempting much and doing little. The thinker is becoming an almost unknown factor in the educational life of our pupils and students. Our institutions of learning are not places to develop thought but rather places to rush through a number of texts, to hear without substantial profit some high-sounding lectures, to make passing grades, and, finally, to secure the coveted diploma—which, after all, means much or little as cases differ.

Our methods of teaching have not been "refined" much. They are yet crude and far from normal. Good teaching will produce good results anywhere. The constantly shifting teaching force makes any mastery of right methods the possession of the few. The teachers of today who are to be the something else of to-morrow, are not often desirous of knowing how to do better work. What they most want is something that is sufficient for the day.

Lastly, although your question has received scant treatment in what precedes, I would assert my belief that no special premium is placed, by teacher or parent, upon the real power a child has to think. I doubt the power of the college student of today to think for himself more vigorously and rightly than his brother of forty years ago. "Ye shall know them by their fruits."



*The Meigs County Club*

Let some of our extensive work give way for a little more intensive work. Let us, in school life, wisely recognize our limitations. We can't do everything the crotchety brain of some would-be reformer of school work may invent—and we ought not so to attempt; but we can use better judgment in modifying our courses of study, we can recognize that to do a few things well and with power is better than to do many things with enervating result, and we can give greater force than we do to a just demand for more sympathetic and better trained teachers for our youth.

Truly yours,

ALSTON ELLIS.

#### GOOD OPINIONS.

The following dispatch is self-explanatory:

New York City, June 1, 1907.

President Alston Ellis,

Athens University, Athens, Ohio:

The World would be greatly indebted to you for an expression of opinion by wire on the declaration of President G. Stan-

ley Hall, of Clark University, at Baltimore, that there is a growing tendency to celibate life among college girl graduates. Points to statistics of graduates of four colleges for women. That ten years after graduating half remain unmarried. In diplomatic language, conveys the idea that race suicide is aided by college girls. As this is our request reply should be at our expense.  
THE WORLD.

President Ellis replied as follows:

Athens, Ohio, June 3, 1907.

Editor The World, New York City:

The tendency to look askance at marriage and motherhood is not more marked among girl college graduates than among society women of the well-to-do class generally. There is nothing in a college education that, in itself, suggests to a girl a single life and freedom from maternal and other home duties.

If the tendency to celibacy is admitted, its root and growth are more in the home and social life of our people than in the teaching and influence of the school and college.

By the educated woman, marriage and maternity are not looked upon with the eyes of impulse or animality. She looks before she leaps. The average young man is not a loadstone to draw a sensible girl into life relations with him.

Much of the outcry against celibacy and childless homes is sheer folly. There are many marriages that ought never to have been entered into; many homes where more children would almost be a crime.

What we most need is not more marriages but better ordered ones; not more people, but those of better make-up. After all, quality counts for something.

ALSTON ELLIS,  
Ohio University.

## "The Supremacy of the Idea"

Winning Oration in the Philo-Athenian  
Contest—The Production of  
Malcolm Douglas.

**I**F VERY created object is the embodiment of a mental vision. Great deeds are the offspring of great ideas. We conceive the Universe to be representative of an infinite intelligence. The world, the stars, the solar system, and the myriad systems beyond it, were thought before they existed. Answering a great idea, Chaos sprang into order and beauty.

We behold the bloom of the flower and the hues of the sky, and ascribe them to the delicate imagery of divine ideals. This conception was advanced by Plato while strolling through the delightful groves of the Grecian Academy. A more sublime thought the mind has never entertained.

When God said, "Let us make man in our image," the ideal man at that moment existed; the real followed as a consequence. When man was given dominion over all created things, it was because he possessed, in a superior degree, the power of formulating ideas. "Thought is the seed of action," says Emerson, "but action is as much its second form as thought is its first."

Empires were never built until men dreamed of Empire. The strength of a nation depends upon something greater

than wealth and numbers, greater than forts and armories, greater than armies and navies. It rests upon the ideas and sentiments that inspire her people,—the quality of their thought."

History offers innumerable illustrations wherein the onslaught of outnumbering foes was warded off by a superior intelligence. We may still draw a lesson from Thermopylae, where the Persian hosts learned that valor and enthusiasm make better weapons than the strongest spears. The Spanish Armada, boasting herself invincible, was met and defeated by the fervor of Saxon patriotism. In our Revolution, the superiority of the American bayonet lay in the spirit of "the man behind the gun."

Every nation which has achieved greatness has risen by the influence of fixed ideals. Her greatness is of the spirit, and is immortal.

The history of European intellectual progress has been the history of spreading Hellenization. Greece is not dead! The potency of her ideas stands as a lasting monument to her fame. It is only the visible that dies. The soul of a nation lives on, and its essence passes into civilization. "For the things which are seen are temporal, but the things which are not seen are eternal." In the laws of the land is embodied the wisdom of the ages.

The march of civilization follows the march of high ideals. "Civilization is another name for thinking." "Civilized man is thinking man."

The dark tribes of Africa may be perfect in body, in muscular and vital force, in physical energy; nevertheless, their ability to think is primitive, and as a consequence they are at the complete mercy of civilized peoples.

Lofty sentiments, great principles, and nobility of purpose make those who possess them the salt of the earth and the light of the world. Our absolute confidence in our Union is the fountain of our strength. America's greatness is her belief in her own destiny.

The principle upon which national success depends may be applied with even greater force to individuals. The man who thinks is the master.



The physical organs are given only for the service of the mental—a house for the spirit. Philosopher and imbecile are of the same clay.

Both wither into inorganic dust. It is the soul which vivifies the body and gives it potency. The difference in men is the difference in intellects. It is the best head that makes the best place.

The conception of a building exists in the mind of the architect before the first

inch of territory to be covered; he carefully planned every manoeuvre before a single gun wheeled into action. Upon the field of battle his ability was the equal of an hundred thousand men.

Aristotle was the first to give philosophy a system; his thoughts are still the guiding stars of scientific thinking. It required a Galileo to solve the riddle of the physical universe by watching the falling of two stones from a leaning tower. We see the Great Admiral toiling in a dusty attic over a wooden globe.

Those who have accomplished great things have first thought great things. Every kingdom, every great invention and scientific discovery, every religious and political movement had its origin in a single mind; they were wrought by a few great intellects.

All men who have become great have had a remarkable clearness of perception, "a vision that worketh great marvels." A Bismarck must possess this power; a Newton! a Humboldt! an Alexander Hamilton!

The pyramids of Egypt present a greater show of substance than a page in the New Testament; but, over the religious ideas written on that page, whole nations have been split asunder, while the massive pyramid remains only as a shade of the buried past.

Thought is the most potent force in the world. It is the motor power of progress. By thought the highway of improvement has been turnpiked from the wigwam to the palace; by thought steam has been shackled like a mighty giant to turn our countless wheels of toil; thought has transformed the lightning of Jupiter into a messenger that, like an obedient fairy, "puts a girdle round the world in forty seconds;" thought has taken a handful of sand and made a telescope with which we read the sublime mystery of the universe. By thought all things are done. Thought is the miracle worker of the ages. Mind must yet completely triumph over matter!

But, with all his power, the thinker seldom meets with immediate victory. He must fight his way against constant opposition, abuse and failure. Only by clinging to his soul's ideals is he able to surmount the obstacles which surround the Hall of Fame. Concentration, hope



MR. J. D. BROWN  
*of Athens, Ohio, who makes an annual gift of  
\$100 for Prizes in Oratory*

stone is laid. The plan stands out in his brain as a faultless model. The chiseller of a Venus de Milo or an Apollo Belvedere must have an ideal—a type more perfect than reality.

The great of the world achieved their greatness by tireless and unceasing effort. They have worked and studied patiently, persistently, silently, by torch-light, by candle or by lamp; in riches, poverty and want; in the solitude of the forest or of the city.

Before a conflict the Emperor Napoleon thoroughly acquainted himself with every

and enthusiasm are his only pass words.

Paul, the Apostle, from whose letters mankind gleams its noblest sentiments, was despised, reproached and persecuted; but the ideals which inspired him were immovably fixed, and his influence must endure forever.

Martin Luther, the soul of the Reformation, made his principles the goal of his life. It was only his unbounded enthusiasm that gave him courage to say, "Here I stand! I can not do otherwise! God help me!"

But the most striking illustration of the topic stands engraven upon the minds of all. It is the crucifixion of the Christ. He who fed the hungry, visited the sick, and comforted the mourning, gave his life for love! Unbelievers wrecked his physical body upon the cross of Calvary, but the ideas for which he strove come ringing down the colonnades of time with an ever-increasing volume. Heaven and earth may pass away, but his ideals are a part of infinity. He cherished the sublime, and from his character have been moulded the morals of the world!

It is not every man who can be a great inventor, a great moralist, a philosopher, or a statesman. We have "gifts differing according to the grace that is given to us;" but every one can strive to reach perfection in what he attempts; and he can more nearly attain it by having his life firmly centered upon lofty ideals. When an immortal ideal is once conceived it lends its followers a share of its omnipotence. In our prayers is written the history of our future. The lesson taught by nature and experience is,

"to hope till hope creates  
From its own wreck the thing it contem-  
plates;  
Neither to change, nor falter, nor repent;  
This, like thy glory, Titan, is to be  
Good, great and joyous, beautiful and free;  
This is alone Life, Joy, Empire and Vic-  
tory!"

#### "THE NECESSITY OF PEACE."

Miss Mary A. Simon, of the University, won the prize of \$25 for the best essay written by Ohio University students on the subject of International Peace. The

subject of her essay was "The Necessity of Peace." The following letter is self-explanatory. The writer is the secretary of the Intercollegiate Peace Association, the object of which is to interest the students and teachers in the subject of peace and thus have a far-reaching effect:

Pres. Alston Ellis, Athens, Ohio,

My Dear Sir: Mary and Helen Seabury, of New Bedford, Mass., authorize me to offer twenty-five dollars as a prize for the best essay or oration by your students on some phase of the subject of international peace and arbitration. The offer is made under the following conditions:

(1) As many students must be induced to compete for the prize as possible;

(2) A copy of the winning paper must be sent to the donors, for them to publish, if they so desire; and

(3) Some literature on the subject must be provided by the university for the use of the students.

Very truly yours,

ELBERT RUSSELL.

On July 10, the Chairman of the Committee, Edwin W. Chubb, having the contest in charge reported that the three judges had decided in favor of the essay entitled "The Necessity of Peace," by Mary A. Simon. The judges were Rev. Earl M. Slutz, Prof. E. M. Traber, and Dr. H. W. Elson. Miss M. A. Simon, the winner, will graduate with the class of 1908. She is one of the most studious and popular girls in the class. The essay follows:

Shakespeare makes Henry IV, dying, say to his son, who, upon his father's death, became Henry V:

"Therefore, my Harry,

Be it thy course to busy giddy minds,

With foreign quarrels."

These foreign quarrels or wars were considered by Henry IV to possess marvellous power for strengthening the nation internally. Shakespeare's Henry IV, however, was not alone in this belief. For, Hegelian philosophy also declares that war will always continue as one of the indispensable means of political progress. This philosophy further asserts that it is the boast of our times that we see war



*The Kaler Boarding Club*

in its true light and no longer regard it as the mere caprice of a sovereign; that that which was formerly a battle between passions is now one between principles. Ruskin, too, although his love for the beautiful is almost unsurpassable, surprisingly states "that war is the foundation of all the high virtues and faculties of men."

Since these ideas are the utterances of wise men, there must have been some grounds for their assertion. Upon close examination, however, we find that Henry IV, Hegel, and Ruskin all considered war from its political and economic aspects alone. None regarded the morality of war. To them was war a great fight for the attainment of honor, or wealth, and of power. The time, however, has come when most men recognize the fact more and more that it is not permissible to shed blood for the sake of political and economic gains. These men are the great peace makers, whose abounding virtues of self denial and love make the world more beautiful and more strong.

History is almost entirely devoted to the accounts of battles and tells us proportionately little of the brilliant achievements of statesmen and inventors. We cannot fail to be fascinated by the glowing records of battles. In directing our attention toward the daring deeds of the soldiers and generals, who do not hesitate to shed their life blood for their country's cause, we forget war's horrors. We forget the expense under which the cause is being contested. We overlook the appalling indifference to human life. Whole nations may be destroyed, under the plea of patriotism, and we look on with composure, while we stand amazed when we hear of the perpetration of murder in our community. One of the greatest evils of war, then, results in the blunting of the moral nature not only of those who are on the field, but also of the spectators. The deadening of this nature leads man to exult in those glories, in which Caesar and Napoleon triumphed. Why does he not, instead, have great pleasure in listening to the soothing voice of an Erasmus?



Since man is acquainted with the horrors of war and exults in them, we cannot appeal to him by narrating these horrors. We must take another position and prove that according to the highest morals, war is wrong and should not endure. In times of barbarism, this would have been impossible, for then a nation's strength lay in arms. That nation which was most powerful in wielding these, became the conqueror, subjugating, with iron power, its weaker foes. But instead of being a sign of strength, history proves that the pursuance of war is a sign of national decadence. What was it that destroyed the ancient empire of Rome? Militarism. This horrible disease gradually brought to Rome one weakness after another. It produced suffering of unsurpassable intensity, because it was not satisfied with the destruction of the nation's body alone, but ate down into the depths of the nation's soul. With its body and soul corrupted, Rome soon, through the loss of physical and moral strength, met its death. It lost its power, "because it lost its noble blood." Omnipotent power cannot save unless backed by excellent virtue. War destroys this virtue and with this destruction comes the loss of national existence. The ancient empires of Greece, of Carthage, and of Egypt were doomed to the same fate, that caused Rome's downfall. Such has been the influence of war in ages past and such it will be as long as nations exist. Now in modern and civilized times, as was also the case in barbaric ages, during war the mass of people is blinded by passions and fevered by selfishness. Now as then, the same old barbaric code is followed during times of warfare: "To the victors belong the spoils."

According to Greek legend, King Minos had confined in the labyrinth, built by Daedalus upon the island of Crete, a horrible monster, half human and half ox, known as the Minotaur. This monster was able to maintain its existence only by feeding upon human beings. For the purpose of satisfying the horrible desire, King Minos ordered all Athenians, whom he had conquered to send to him yearly a number of youths and maidens. How we shudder when we think of the fate of these, who in the flower of youth, were

shut up in a place from which they could not escape, to remain there only to be eaten alive! So ought we shudder when we think of war. Our young men, not unwillingly as the Athenian youths, and in greater numbers, are sacrificed to this horrible fiend, this modern Minotaur. It is the youth, the strength and beauty of our country, who is called from his peaceful employment, to the battle field. Here if he is not disabled or killed, he is under the greatest danger of losing the nobility of his manhood. Youths, full of fire and recklessness, are the first to respond to their country's call, when the cry of war is sounded. As soon as they join the army, they enter into a state of passive obedience. Some writer has fittingly said, using the words of Tennyson, "Theirs not to make reply, theirs not the reason why, theirs but to do and die." They do not respond to the commands of their conscience nor follow the dictates of reason, but proceed to recklessly obey the commands of their generals. As a result, their nobility is harmfully affected, and anything which is so destructive to character ought to be denounced as one of the greatest evils. Of course there are some who can resist the corrupting influences of their environment. It is not for their sake that war ought to be abrogated, but for the sake of their weaker brothers. "We are not justified in purchasing empire, territory, rule, trade, by the deliberate corruption of millions of our fellow men." If the harmful influence of war were limited to the years of actual fighting, it would not be quite so appalling. But, it extends with equal power into the years of peace. The soldier, after leaving the battle field is not capable of coming up to the demands of civil life and perfect peace. "If only for the nation's sake it is time to abolish the soldier; if only for the soldier's sake it is time to abolish war." The nation's welfare does not depend upon the deeds of the soldier, but upon the man who is left behind, to command civil affairs. The youth who goes forth to war is the best his country can offer. When he comes back, he is not the best. It is "by the sacrifice of their best or by the emigration of the best that races have



*The Livingstone Boarding Club*

fallen from first rate to second rate in the march of history."

Although war has always held an exalted position among national ideals, we are able to see the gleam of light cast over the future by the ideal of peace. The ideal of war will be replaced by the ideal of peace. All nations shall live together in perfect harmony and good will, thus fulfilling the plan formed for them by Divine Power. Peace, from the nature of things, is absolutely essential to life and society. It formed the foundation of society and was the means of its existence, until man sinned and caused its downfall. Christ died upon the cross, that he might restore man to the estate from which he had fallen; that he might give to man perfect and everlasting peace, a peace which passeth all understanding. If we worship the crucified Christ, if we desire to mould our lives according to his teachings, we must exercise toward humanity in all nations, justice, reason, and good will. This is possible only as we follow the banner of peace. It is by peace

that we must live in order to soothe our own and other's ills and to uphold to all humanity the great doctrine of equality. "In times of peace, there is no slaughter of the strong, no sacrifice of the courageous." There is then no destruction of lands and homes, no making of widows and orphans. All are employed in the attainment and survival of those virtues, which alone are able to bring to each individual more perfect happiness, and to nations the strength which most truly brings eternal victory.

MARY A. SIMON.

## The Emerson Prize Poems

Every two years a cash prize is given to the student or graduate of the Ohio University writing the best original poem. The next prize will be awarded in 1909. The value will be about \$100. For full information concerning the conditions, turn to page 27 of the University catalog. In 1905 the prize was awarded to Miss Winifred V.

Richmond, and in 1907 it was won by Mr. H. E. Cherrington. We reprint two poems by Miss Richmond, and one by Mr. Cherrington. The "The Dead House" and "On the Death of Dunbar" are the prize poems.

### THE DEAD HOUSE.

Silent, and lone, and dreadful, here it stands  
Just at the entrance to the busy street,  
Its staring eyes all closed, and dark, and still,

Like one who for his burial is prepared.

I raise the creaking latch, and see once more

The long dim vista of the quiet hall;  
And timorous make my way, and list again  
The echo of my footfall on the stair.  
Through all the dead waste of the silent rooms

I tread once more, and pause or twice or thrice

To see this picture, touch this bit of glass  
And stoop to feel the wolf-skin at my feet  
Or put my hand upon this huge old chair.  
But all are dead; they have no soul or life  
As when I knew them; only empty forms  
Deserted by the spirit that I loved.

Here, where the sunlight struggles through the bars

Of close-locked shutters, let me stand again  
Beside the old stone mantel that she loved  
And conjure up once more the house I knew.

Here stood her table, heaped with pretty things,

With bits of 'broidery and her favorite books,

And here her chair, and there the small foot-stool

On which her dainty feet were wont to rest.  
And there the book-case, filled to overflow  
With what her own hand placed.

And there her harp,

But these are here, all here, and yet away,  
For all the house has gone away with her,  
And these are dead forms, soulless, left behind

Of all that time that fled away with her.

Once more I tread the groaning floors,  
and back

My foot-steps echo down the oaken stair;  
Once more I lift the latch, and ope the door

And let a flood of sunshine drown the hall  
And then—'tis closed, and twilight once again

And silence reign supreme within, and I  
Stand staring at the dead house in the street

And marvel that I live while it can die.

WINIFRED V. RICHMOND.

### WILLIAM MORRIS.

Within these hurried, brazen, sordid days  
How sweetly falls his music on the ear;  
With what an old-world note of joy and fear

His measures glide along their stately ways.  
As fresh as morning dew on April days,  
Or ever our young hearts had dreamed of wrong—

So fresh and sweet the current of his song,

The new-time bard that singeth old-time lays.

They live before us, holpen by his hand,  
The gods and heroes of a vanished Greece;

Perseus, Alkestis, and that goodly band  
That sought with Jason for the golden fleece;

And on the wind-swept, green, Thessalian plain,

Bright-haired Apollo tends his flocks again.

WINIFRED V. RICHMOND.

### AFTER COMMENCEMENT.

From the New York Sun.

Starting on life's battle

In the month of June,

Grayce is in the parlor

Pounding out a tune.

Waging life's great warfare,

Doughtiest of girls,

May is in the hammock

Reading tales of earls.

Fighting life's hot contest

With a heart of oak,

Bill is on the golf field

Practicing a stroke.

(Pa is in the office

Toiling like a Turk,

Ma is in the kitchen

Doing up the work.)





*The Jackson County Club*

### ON THE DEATH OF DUNBAR.

In yonder spot upon his laureat bier  
He sleeps, our singer—young and pure—a  
seer

In wisdom of the heart. Lo! he is gone  
And hushed that tender lyre he swept upon!

Under the morning sun he sighed and  
smiled

And on the altars of Apollo piled  
The gifts of song, and saw what visions be  
In Joy's high mount and Sorrow's depth-  
less sea.

Spontaneous joy was his, and long and deep  
He drank the royal springs of Life ere  
sleep

Came down in peace to seal his weary  
eyes.

Glad was the earth and laughter filled his  
skies.

To-day he cherished most, and yet his  
glance

Saw undismayed the future's grim expanse  
For Hope, a morning star, allured him on  
Till thru the last deep shadows he had  
gone.

The common man inspired his minstrelsy.  
To him the poet said: "I sing of thee—

Of thine own life, thy labor and thy love."  
These are the songs that will his mem'ry  
prove,

The broken tongue of the down-trodden  
race.

These are the strains wherein our hearts  
may trace

The blood-red stream of Life that hasteneth  
Between the viewless shores of birth and  
death.

The voice is stilled that sung of Love's  
bright train,

Of Spring's new birth and Summer's sweet  
domain.

He sings no more beside the rushing rill  
And in the field the voice we loved is still.

Lo! in what summer-world doth he now  
dwell;

What fair Arcadian bowers and 'neath the  
spell

Of youth eternal and of boundless joy!  
Lives thus in changeless bliss that dream-  
ing boy,

Loved companion of the youthful shades  
Of Adonais and his peers; and fades  
Not ever more the rapture from his eyes  
While here—a half-strung lute forgotten  
lies!

H. E. CHERRINGTON.



*Dean Edwin W. Chubb, Litt. D.*

**EDWIN WATTS CHUBB, A. M.  
LITT. D.**

**The Head of the Department of English  
in the Ohio University, Who Succeeds  
Dr. Super as Dean of the College of  
Liberal Arts.**

Dr. Edwin Watts Chubb, head of the Department of English, was elected to the position of the Dean of the College of Liberal Arts, succeeding Ex-president, Dr. Charles W. Super, who tendered to the board his resignation last June, to take effect in one year from that time. This position carries with it, a salary of \$2,500 per year.

Edwin Watts Chubb, A. B., A. M., Litt. D., who succeeds Dr. Super as Dean of the College of Liberal Arts of the Ohio University, is one of the most widely known members of the faculty. Dr. Chubb is now in his forty-first year, and has established for himself a remarkable reputation for his culture and profound knowledge of literature. J. M. Greenwood, superintendent of the Kansas City Schools, makes the following comment upon the ability of Dr. Chubb: "Dr. E. W. Chubb is the best in-

structor in English Literature that I have ever seen before a class of teachers. His manner is simple, his language clear and polished, his insight into subject matter is profound, well-balanced, sane and inspiring. Any single lecture that he gives is a rare intellectual treat. He pleases, instructs and charms." This comment is but one of a vast number that extol the scholarship of the new Dean.

Dr. Chubb graduated from Lafayette College, (Pa.), in the classical course, receiving the degree of A. M. in 1890, and Doctor of Letters in 1906. He spent an entire year of study in Europe, 1893-4, one summer at the University of Cambridge and a winter at the University of Berlin. He taught for five years in what is now Albright College, the last year of which time he served as president. He also taught in the Pennsylvania State Normal School, of which he was offered the vice-presidency after he had taken his present position at Ohio University. Dr. Chubb has also taught in the Wisconsin State Normal at Plattsville.

He has written a text-book on "English Words," and contributions from his pen have appeared in the *Atlantic Monthly*, *Poet Lore*, etc., and was employed on the Etymological Department of the great "A Standard Dictionary." His reputation as a lecturer is established in Indiana, Ohio, and Pennsylvania, and in other states as well.

Dr. Chubb was elected to the chair of English of Ohio University in 1900, and has become a valued citizen of the city, as well as the highest official of the College of Liberal Arts.

—From the "Daily Messenger."

**PICTURESQUE ATHENS**

There is a charm about Athens that impresses itself strongly upon every Summer School student. The old University itself set in the midst of a grove of trees which would have rejoiced the heart of an ancient Druid; the well-paved streets; the placid Hocking with its willow-fringed banks; the rolling green hills in the distance, hills which suggest the Wordsworthian line,

Earth has not anything to show more fair:  
the hospitality of the people; all combine  
to make Athens a university town of al-



*The Hooper Boarding Club*

luring charm, a charm fulfilling the vision of Shelley—

Another Athens shall arise,

And to remoter time

Bequeath, like sunset to the skies,

The splendour of its prime;

And leave, if naught so bright may live,  
All earth can take or heaven can give.

The people of Athens are proud of their little town, and they have much to be proud of. A great city has many advantages denied to the small town; it also has a number of disadvantages. The ideal place for living is neither the city with its congested masses nor the country with its barren desolation. In the city—

Climb clean above the roof and look from the steeple,

And never see a robin, nor a beech or ellum tree!

And right here in ear-shot of at least a thousan' people,

And none that neighbors with us or we want to go and see!

So sings Riley. That is the loneliness of the city, the solitude that Keats refers to when he sings of "the jumbled heap of murky buildings." There is also the solitude of the country, a solitude which has its unattractive side.

Now the charm of Athens lies in its dual nature. It has the sociability and the conveniences of the city, and the freedom and picturesqueness of the country. A good water supply, sewers, drainage, paved streets, natural gas, electric lights, good stores, a fine hotel, progressive schools, an old University, and surroundings so picturesque that old Athens of Greece is rivaled—these are the qualities that make Athens so desirable as a place of residence.

This issue of the Bulletin contains many of the views about Athens. These photographic reproductions tell the story of the charming scenery to be found near Ohio University. In a ten minutes' stroll a Summer student can reach scenes such as the resident of a great city might not be able to find in an hour's ride.



There are many people who feel that a small town is a far safer place for a student than a large city. In the big place the identity of the individual seems almost lost. It is so easy for the young man to feel that in the crowded streets of the city his outgoings and incomings will be unobserved. In the small town society in general acts as a vigilant policeman. Public opinion will help to control the student. Everybody knows him and he soon knows everybody. Then again the student in the small town is not confronted with the same number of temptations that meet him in the large city.

All of which is intended to prove that Athens with its friendly people, its city advantages and country picturesqueness, its Ohio University with a historical record of usefulness extending back a hundred years, is the ideal spot for the college student.

E. W. CHUBB.

## ATTENDING COLLEGE

### ON \$180 A YEAR

Edwin W. Chubb.

I have asked a young girl who is a member of the present Senior Class whether a student can do what the catalog says can be done,—Spend a year at the Ohio University on \$180. The article that follows this brief introduction is her answer. Her reply is not based on theory but is the outgrowth of actual experience.

The girl who writes the article is not a recluse who, living the life of a hermit is shut off from all the joys of social intercourse, a pinched and forlorn blue-spectacled object of pity. She is a girl who stands high in her class work, and who also has a good social time while she is climbing the Parnassus of a four-year college curriculum. I have recently examined the catalogs of a number of private schools and colleges and after a careful investigation I am convinced that a girl can get better instruction, have the use of finer laboratories, library, and general equipment, and in addition have just as good social advantages at Ohio University on \$200 a year as on \$600 at one of the private schools in the East. The \$600 school may be the better place for a certain kind of girl, but for the earnest, sensible, and

ambitious girl there is no better place than Ohio University, especially if she does not care to spend more than \$200 a year. Now follows the article itself:

Can a boy or girl attend Ohio University on \$180 per year? The catalogue makes this statement, but it is sometimes questioned. Speaking from experience and from a knowledge of the experiences of others I answer in the affirmative.

This brings a college education within the reach of all who have the ambition and energy to secure it.

If you aspire to a college course but lack the necessary funds,—I hope you may be encouraged by the experiences of students who are earning a part or all of their expenses.

The actual college expenses are small. These, as itemized in the college catalogue, are: Incidental fees, \$15 per year; books, \$15 per year; (the latter can often be procured more cheaply at second hand). The laboratory fees depend upon the nature of your work but do not exceed \$0.50 per term for any one subject. Besides these small membership fees are charged by the Christian Associations and Literary Societies.

The greatest problem is the cost of board and room. Pleasant rooms may be had at the rate of \$1.00 per week. Board in clubs costs from \$2.25 to \$2.50 per week. The food at most of the clubs is wholesome and well served. A student usually acts as steward, receiving in return his meals. Other students earn their board by serving as waiters in dining-halls and hotels.

There are other avenues of work open to the energetic boy whereby he may help defray his expenses, such as acting as janitor for a church or hall, clerking, collecting laundry, etc.

It might seem that the young men have all the opportunities for self-help, but this is not the case. A girl has almost equal advantages, and one of the greatest is that she can do light housekeeping, including cooking and laundry for herself, and by so doing decrease her cost of living about one half. This plan is not desirable for one girl alone, for there is danger of carelessness and irregular habits. But in a club of three or four it proves very satisfac-



*The Western Reserve Club*

tory. The work is not burdensome, but on the contrary, the change from mental labor to domestic science is both restful and pleasant, and the training is excellent. By judicious management a club of girls can live on from \$1.00 to \$1.50 per week. Many receive supplies from home which aid quite materially.

Other girls are earning money by their services. One girl finds time to sew for her friends, several do private tutoring while some assist with housework.

While certain expenses are definitely fixed, one's personal expenses depend largely on one's inclinations and habits.

The fact that one does not spend a large sum of money need not, and does not exclude one from the best social life of the college, which is one of the most important phases of college life.

One girl, a member of the senior class, has enjoyed college for two years on from \$180 to \$200 per year. She finds that as one of a club of four girls, she can

board herself more cheaply and decidedly more agreeably than the average boarding place. This seems a very small sum but she has had a share of the good times which go to make up college life. She is a member of several college organizations and enjoys many social affairs, receptions, picnics, spreads, drives, etc.

This is only one example of what other girls are doing. Although it is possible for any one with sufficient physical strength to work his way entirely through college, it is advisable to have at least a few hundred dollars to draw upon. It is impossible to do as great an amount or as good college work if too many outside interests are constantly demanding the attention.

A college education may mean a sacrifice in some ways, but it is one well worth while. The world needs college-trained men and women, and with the present sharp competition in all professions it is almost essential for success.

## PROMINENT EDUCATOR SPOKE TO O. U. STUDENTS

Superintendent S. K. Mardis, of the public schools of Toronto, Ohio, and President of the Ohio School Improvement Federation is here in the interest of the Federation. He presented the needs and claims of the organization to the students of the summer term at chapel Wednesday morning.

Some of the special features Mr. Mardis for the Federation is now agitating are embodied in the following resolutions:

That a Bureau of Inspection, consisting of not fewer than four inspectors, to be under direction of the State School Commissioner, be established for the inspection and grading of High Schools.

After the year 1912, we favor standard requirements for admission to examination by all who have not had one year's experience in teaching. The requirement shall be that each shall have graduated from a first-grade school or its equivalent, and shall have completed one year in a normal school or teacher's training school, or its equivalent.

That provision be made for the payment of members of boards of education in rural districts for attendance on board meetings. Such remuneration shall be \$2.50 per meeting for not to exceed twelve meetings per year.

We favor mandatory county supervision of schools with optional township supervision.

Mr. Mardis is a graduate of the Ohio University, Class of 1893, and has been very successful as a public-school educator.

## HON. O. T. CORSON LECTURES

On Tuesday evening, July 16, the Hon. O. T. Corson, LL. D., editor of the Ohio Educational Monthly and formerly State Commissioner of Common Schools, lectured before the Summer School. His subject was "Views of Education Abroad."

Mr. Corson recently spent a year in Europe and while there in the interest of recuperating his health did not neglect many opportunities to visit schools. As Mr. Corson is a discriminating observer he gathered an interesting variety of information from his visits to the common schools of

Italy, France, England, Ireland, and Wales. In his evening lecture to the large audience which had gathered to hear Editor Corson he did not enter into a formal discussion of the various systems of school administration, nor did he attempt an analysis of their curricula, but he selected the large things which illustrated the general differences between the schools of Europe and those with which we are familiar. As Mr. Corson is a good storyteller and has the happy faculty of at once getting on the good side of his audience, the evening's lecture was greatly enjoyed by all.

It is five or six years since Dr. Corson visited Ohio University. After he had strolled about the grounds of the University and visited the new Library, seen Ellis Hall, caught a glimpse of Boyd Hall, and realized that almost seven hundred students were in attendance at the Summer School, he gave expression of deep pleasure at the many evidences of the rapid advancement of Ohio University in recent years.

## "HOW THE SUMMER SCHOOL HELPS ME."

Prin. Bert M. Thompson, Byesville, Ohio.

I first had my attention attracted to Ohio University, in 1901, when it was my good fortune to hear its present able President, Dr. Alston Ellis, at Zanesville, where he spoke, before the E. O. T. A., upon the College Curriculum. I furthermore heard, through the columns of *The Ohio Teacher*, of the splendid work that was being planned in connection with Ohio University by the erection of new buildings for the use of the State Normal College. I immediately made up my mind to take advantage of the "the feast of good things" they offered and so I have; and, may I say, I never could have made a better choice. In the first place, I found that there was nothing offered in their catalogue which they were not prepared "to make good." In locating for college work it seems to me one must consider the town or city in which the school is located. I find the good old classical town of Athens an ideal place for a college, in morals, in rate of living expenses, healthfulness, and educational sentiment.





*The Perry County Club*

But let us see of what value is the Summer School. I find that here is an educational sentiment in the air well suited to the training and developing of the very best teachers. I find it a place where one can discover his possibilities. Any person who is desirous of teaching can find work here of the very highest type that will really make a teacher and not a "half-teacher" for any grade of teaching he may wish to pursue. A teacher who may have even "taught" may find he has not taught after he has taken a short course in self-discovery. I began teaching in the rural school and thought I was thoroughly prepared for the work. Soon after coming to "O. U." I found such was not the case and I at once perceived the need of preparation. Ever since that time I have taken occasion to spend as much of my time as possible in improving myself here. I owe largely what little success I might claim to have in the profession to the training I have received from the able instructors at this place; and let me say no abler

corps can be found anywhere. From a rural teacher, I have been able to advance year by year until I am fitted to take charge of a high school of the first grade. This is not the experience of one but of hundreds of earnest teachers from all the counties of this state and others as well. Let me say I am not to be understood as saying this is a college for teachers only; for if you wish to take any college course you will find the most wholesome and ideal conditions prevailing here. Again, we have every year many high school boys and girls coming to "make up" or further their work. I have spoken about Ohio University as a whole perhaps, but let me say that the Summer School work is in every sense college work. I have tested the merits of this old time-honored institution, as one of the very best of the land, for nine terms, and will say she maintains her dignity to the letter. I might go on and elaborate upon the numerous yet unmentioned merits, but shall bring this to a close by calling attention to one fact

which I believe is the very essence of the success of this institution. It is that when you go to the O. U. Summer School you get not the half-instruction of some summer schools, I could enumerate in this country, but the value of the teaching of the regular able men and women in the various departments instead of make-shift helps gathered from the educational "four winds." All these things, added to the fact that every year quite a large number of superintendents, examiners, and principals, from various parts of the state gather here, contribute very much to the high standard of the O. U. Summer School.

In conclusion, let me say if you have never been at Athens, pack your trunk and come to O. U. and thereby receive the splendid uplift and inspiration that can be had almost for the asking at the "Mecca of Knowledge," the best Summer School in the State of Ohio.

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## ADVANTAGES OF THE SUMMER SCHOOL

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### A Superintendent's Point of View.

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J. J. Richeson.

Many superintendents of the state are men who have more or less college work yet to do. These men receive salaries sufficient to cause them to hesitate before giving up their good positions to finish a college course. To these men, the opportunity of securing one hundred and twenty hours of credit in the Summer School, at a time when it does not interfere with their regular work, appeals very strongly. This is no doubt true of teachers generally, but of superintendents more especially, for theirs seems to be the greater sacrifice.

Perhaps no class of men more fully realizes the fact that a college diploma, and knowledge, power and training gained in securing it, are acquirements essential to a successful educational career. The time may have been when a man's ability to do things strongly recommended him to the public as a successful school superintendent, but the time never was when he would not have been better recommended, if he could have added to his other qualifications a college training. While the

horse without the pedigree, may win in the race, the one with the pedigree has the backing of the public. So it is in our profession, the man with the college diploma is the one who is backed to win,—and why not? If with limited attainments and the strength of his own personality a man can win a goodly measure of success, why can he not add greatly to his efficiency and secure a larger measure of success by more complete preparation?

The association with various men as instructors, who have made especial preparation for their lines of work, is another great advantage. The broad view of these men adds much to one's own breadth of view—in fact this is one of the most important advantages of a college career. While this is an opportunity that is enjoyed by all, it is perhaps more thoroughly appreciated by the men of broader experience.

Along with all this we catch a spirit of enthusiasm, coming into contact with phases of school work which daily confront us during the school year,—not for our individual decision and action this time, but for discussion by men who are also perplexed by the same problems. There comes to us from these discussions a desire to go back to the school room, and a feeling that, no matter how successful our last year's work may have been, the next year's shall be better. This feeling of enthusiasm alone abundantly repays one for his work in the Summer School.

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### AN ALUMNI LOAN FUND.

If one takes the trouble to examine the various catalogs of the good Eastern colleges, one is quickly impressed by the number of donations and bequests that have been made to aid poor and deserving students. This is true of women's colleges as well as of men's. Wellesley College, for instance, has scholarships for undergraduates amounting to about \$275,000. The scholarships average about \$5,000, which amount would yield to each recipient an income of about \$250. Tuition alone amounts to \$175, payable in advance and not subject to return. In contrasting the liberality of the wealthy private colleges of the East with the State institutions of the West, it is well to keep in mind that



*The Guernsey County Club*

the State has taken the place of the private donor. For instance, every girl who comes to Ohio University is the recipient of a **free scholarship** from the State of Ohio, because tuition is free to all. This must not be forgotten when comparisons are made. If the generosity of the State were not the power behind Ohio University in order to pay a large faculty and to maintain the general equipment, a tuition fee of from \$125 to \$150 would be required of each student.

Lodging, board, and registration cost about \$140 at Ohio University. Some live on less. These same items amount to \$450 at Wellesley. This is just about three times as much as at Ohio University. I have selected Wellesley because that institution is typical of all the good private colleges. About the same thing may be said of Harvard. If the parent of an Ohio University boy thinks he is called upon to pay excessive bills when his son asks for \$300 a year, he may extract some comfort from thinking that his son would require at least three times \$300, if he were at Harvard.

As cheap, however, as is the cost of getting a college education at Ohio University, many a worthy boy and girl finds it too expensive, drops out of college, drifts away, and never graduates. Had he had a temporary loan, say of \$100, the way would have been cleared and an ambition realized. He is too reticent or proud to ask for the loan; his family is not in a position to extend any further aid, and thus he feels obliged to become a wage-earner.

The question that I wish to raise is this: Can not the friends of Ohio University, especially the Alumni, do something to aid such worthy young men and women? Can we not raise an Alumni Loan Fund of \$5,000 or more? This fund should be managed by a small committee who would examine into all applications for aid. No aid should be given to a student before he had completed 1000 hours of college work, nor should more than \$200 be given to any one student. No interest would be charged while the student is in college, but as soon as he graduates he should be required to pay 5 per cent interest. In two



or three years the principal should be paid back. In this way the contributor of \$100 would be starting an endless chain of beneficence, for in the course of a century the same \$100 might be helpful to a score of deserving students.

The way to become interested in any cause or institution is to do something for the cause or institution. If the Ohio University Alumni busy themselves in raising an Alumni Loan Fund we will discover new zeal and devotion for the old institution on the part of those who love their Alma Mater with a loyalty that but needs the occasion to call forth the fruits of love.

EDWIN W. CHUBB.

### OHIO UNIVERSITY.

The Ohio University Summer School, now in session, and which will close August 2, 1907, is one of the best schools of the kind ever held in Ohio. The present attendance is 669 different students, and accessions to this number are made daily. It is safe to predict that the total attendance of different students for the whole term will not fall much below 700. There are 35 instructors, who are giving their whole time to teaching, and the work in all the various branches is of the highest order of merit. Nearly every county in Ohio is now represented in the student body. Those who have gone to the institution appear to be earnest, thinking persons, who have desire to make the very best use of their time.

At present two new buildings are going up on the University campus. The north wing of "Ellis Hall"—the building containing the various classes of the State Normal College—is now nearing completion. This wing will be occupied by the Training School, which now includes all classes of public-school pupils from the first grade to the sixth, inclusive. This Training School is a marked feature of the work of the State Normal College and affords very practical instruction for those who wish to prepare themselves for the work of teaching. In September next a Kindergarten School will be organized. It will be made co-ordinate with the Training School. Ultimately, there will be, right on

the University grounds and connected with the State Normal College, a Training School from the Kindergarten to the University—about 14 years of school work. Plans have already been perfected for securing this wide range of training work for those who go to the institution for instruction, and those plans will be put in practical operation within the next college year. A building, to be occupied as a dormitory for young ladies, and known as "Boyd Hall," is now under roof and will be ready for occupancy about November 1, 1907. As soon as the Summer School closes—August 2, 1907—the old buildings, known as the East Wing and West Wing, will undergo important changes and be



*C. L. MARTZOLFF, B. Ped.,*

*Instructor in History, Ohio University, who will also do some Field and Lecture Work.*

made both sightly and useful. The sum of \$15,000 has been put aside to meet the expense of remodeling these old structures. Lately, plans and specifications for a central Heating Plant have been approved and work on the erection of the building will begin within the next thirty days. The sum of \$29,500 is available to meet the expense of construction.

The faculty of Ohio University now numbers 53 members, with a total annual pay-roll of \$69,816. This sum does not in-



*Contributors to Ohio University's Fame and Prestige*

clude the cost of maintaining the Summer School, which brings to the University treasury an annual expense of about \$2,500 in addition to all fees received from students. The Summer School is not a money-maker for the University, inasmuch as the fees received from students meet but a little more than one-third of the operating expenses, to say nothing about the use of the grounds, buildings, libraries, laboratories and other up-to-date equipments. It is believed that no other equal sum spent for instruction accomplishes

more and better results than the sum expended in supporting the Summer School, which is growing rapidly in popularity with the teachers of the state and is gradually improving the character of its work and widening the range of its influence.

The Fall term of the University, in all its colleges and departments, will open Monday, September 9, 1907. The University never before in its history offered the educational advantages it now presents to the aspiring youth of this State. Its annual revenue is about \$103,000, and to

this is added special appropriations for permanent improvements running into thousands of dollars. All who seek higher educational advantages in Ohio have offered to them "free scholarships" at Ohio University. There is no charge whatever for tuition. The incidental fees are small and



PROF. P. A. CLAASSEN, Ph. D.,  
The newly appointed Head of the Department of  
Modern Languages, Ohio University

merely designed to meet a few of the expenses incurred in making repairs necessary by reason of the ordinary wear and tear connected with the running of an educational institution.

Athens is an ideal location for a university, and now that the town has been voted "dry," inducements formerly strong are now stronger than ever to act upon the decision of parents and others when seeking a desirable place for the education of their children or wards. There is a strong, healthy, moral and religious atmosphere connected with the University, and all the surroundings are friendly to "plain living and high thinking."—Public School Journal, July 15, 1907.

#### OHIO UNIVERSITY.

In a century of educational history, in many respects distinguished, Ohio University has never before enjoyed such a whole-

some period of thrift and general prosperity as that of the past few years. The administration of affairs during this time marks a distinct epoch in the life of the University. These splendid conditions, continue not only merely on a level but with a constant material increase much to the satisfaction of, and a tribute to the efficiency of, those responsible for the administration of the University's affairs and a matter of pride with those friends of the University who in an impersonal way are interested in its progress.

The Summer School just about to close is the largest in the history of the University and one of the largest ever held in the State. The class of work being done is of a high order and the students here are those who make education, in all their connections with it, a business. In good results no term of the year excels the Summer term.

Those who attend go away well satisfied. In the future, as teachers, and later, probably, as parents, from the hundreds of communities into which they go, they will send students back to Ohio University, both the University and the community thereby receiving an additional benefit.

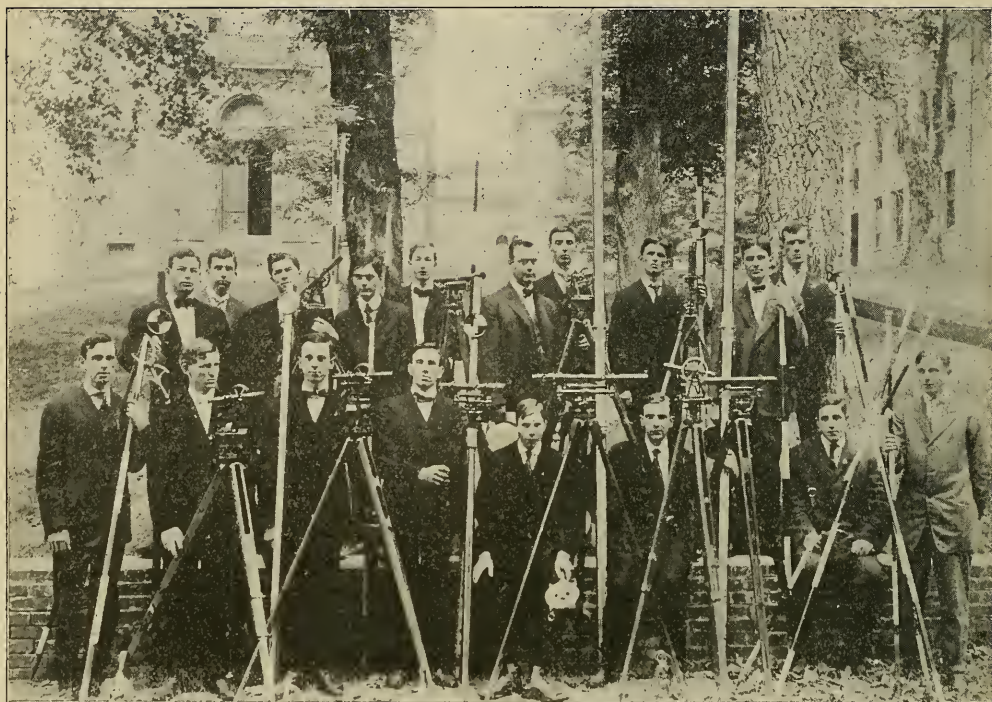
The regular terms of the year showed an increase in attendance also, which is now over thirteen hundred different students.

The Board of Trustees, at its June meeting, very wisely upheld President Ellis in every detail of his splendid administration the effect of which will be to make his work easier in the future thereby increasing his effectiveness and making it possible for him to broaden his field of labor.

Ohio University is on a straight march to a position second to no educational institution in the State.—Athens County Gazette, July 24, 1907.

Athens extends a hearty welcome to the summer student. The multitude of young people that have invaded our city represent the best citizenship of the State— young men and women striving for advancement in their chosen profession of teaching. Yes, "profession" because the requirements made of the public-school teacher today entitle him to the dignity of a professional worker. Those who simply kept school and drew their pittance of





*The Freshman Class in Civil Engineering*

a salary have long since been forced into other channels. Much is required of the teacher to-day. He must be a philosopher and a manager. He must have a clear conception of the aims and means of education. He must be skillful and tactful. It is for better preparation for the work now in hand or preparation for a higher grade of work that the teachers are here. These teachers will spend over \$2,000 a week for the six weeks they are here and of course they are doubly welcomed from a commercial standpoint. What industry could be established here that would be so desirable as the old institution of education that attracts so many desirable people? There is none that will equal it from every standpoint. Athenians may well be loyal and enthusiastic to the old O. U.—Athens Daily Messenger.

#### **FRESHMAN CLASS IN SURVEYING.** Spring Term, 1907.

The above is a picture of the Freshman surveying class of Ohio University. Al-

though the Civil Engineering Department has been established but three years, it has grown very rapidly. More than seventy students were registered the past year.

Students contemplating a course in Civil Engineering should investigate that offered at Ohio University. If a four-year course is desired, take the first two years at Ohio University, where the expenses are a minimum. The course offered will prepare the student to enter the Junior class of any first-class technical school. If a short, thorough, and practical course is wanted, Ohio University is the place where it can be found. A large part of the work is done in the draughting-room and in the field.

Students completing this course find no trouble in securing good positions at excellent salaries.

The Department is well-equipped with instruments and apparatus for properly presenting each subject offered in the course. The draughting-room contains

thirty-two large tables with lockers; also two large mapping tables, where the topographic and railroad maps are made. The instrument-room contains six transits, five levels, one plane table, one compass, two stadia rods, five level rods, three hand levels, one altitude barometer, fifteen steel tapes, twenty-five sight-rods, and all other accessories essential to field work.

A cement laboratory has been added. This is equipped with all the modern apparatus for practical cement testing. Much attention is given to this part of the engineering work.

The building known as "East Wing" has been remodeled and fitted especially for the Civil Engineering Department, everything being arranged for the convenience of the students.

The following subjects are given in the course: Mechanical Drawing, Descriptive Geometry, Shades and Shadows, Perspective, Stereotomy, Leveling, Plane Surveying, Elementary Mechanics, Topographic Surveying and Railroad and Highway Engineering.

The work in English, mathematics, sciences, and languages is done in the regular University classes.

For more complete description of the course see General Catalog which may be had by addressing the President of the University.

## ELECTRICAL ENGINEERING AND PHYSICS IN OHIO UNIVERSITY

### Advantages.

Athens is a rapidly growing town of over six thousand population, situated in the beautiful valley of the Hocking, and accessible by rail from five different directions. It has paved streets, modern sewerage, water works and natural gas, six churches, no saloons, attractive business houses, fine residences, excellent hotels, convenient and attractive rooms, and boarding facilities at reasonable rates.

Ohio University is a State institution with free tuition, free library, now occupying the new Carnegie Building, literary societies, musical, scientific and other organizations, adding much to the advantages of engineering studies. The whole atmosphere of college surroundings is beneficial

and constitutes no small advantage over the technical school. In the Ohio University small classes of from twenty to fifty, and attention to individual students, largely by heads of departments, are advantages that can hardly be overestimated.

### Equipment.

This department now has the following laboratories: A large one for Elementary Physics and Electricity, another laboratory



*Dean Henry G. Williams, A. M.*

for advanced Physics, a room of the same size for an electrical laboratory, a photometry-room, photographic room, a dynamo, and transformer laboratory, a boiler room, engine and dynamo room; these are in addition to the draughting-room, the recitation rooms, offices, and the shop. In all these the students have the advantage of practical training in the various branches of steam and electrical engineering work. The laboratories contain the necessary instruments for physical and electrical measurements; the shop, the required tools and machines for all kinds of light construction work; the testing laboratory is pro-





*The Washington County Club*

vided with alternating current and direct current motors and dynamos, ranging in size from one-fourth to fifteen H. P., rotary converters, single and three-phase induction motors, a gas engine, various types of transformers, rheostats, lamp-racks, tachometers, watt-meters, ammeters, voltmeters, electro-dynamometers, etc.; the power room with a direct connected Thompson-Ryan-McEwen set, and a Monarch-Corliss engine belted to a Bullock three-phase alternator; also the necessary switch-boards, exciter, etc.

#### Periodicals.

Students in the Engineering departments find on file for convenient reference a large number of technical periodicals, such as the Scientific American, Scientific American Supplement, Electrical World and Engineer, Electrical Review, Electric Journal, Engineering Magazine, Power, Street Railway Journal, Physical Review, Science Abstracts, Proceedings American Institute of Electrical Engineers, Engineering News, Engineering Record, Mines

and Minerals, Journal of the Association of Engineering Societies, Journal of the Western Society of Engineers, Reports of State Engineering Societies, Railway Gazette, Cement, Journal of Franklin Institute, Electrochemical and Metallurgical Industry, Journal of the Chemical Society, Die Zeitschrift fur den Physikalischen und Chemischen Unterricht.

#### Expenses.

Necessary expenses for the students in this department are not high and are about as follows: Registration fee, \$15 a year; board, \$80 to \$120 a year; room, \$30 to \$40; books, \$15 to \$18; laundry, \$15 to \$30; incidentals, \$10 to \$15, making a total of from \$175 to \$235 a year. Several engineering students earn their board in various ways, waiting table, clerking, running clubs, janitor work, etc. No particular inducements are held out on this ground, however, since this matter depends altogether on the individual student, and must be looked after by him.



### Opportunities and Positions.

Would you know what you can do, and what you can earn after completing the course in Electrical Engineering? This depends largely on how much originality and initiative you naturally possess and can develop while in college, whether you complete a full course for a degree, or are satisfied with an election of the course given below only. The questions can probably best be answered by stating what a few of our recent engineering graduates are doing. Among those who received a degree, one is associate professor in a technical school, two are professors in western colleges, one instructor in department of Physics in an Eastern university, another a professor in the middle states, one assistant examiner in U. S. patent office, one member of an electrical supply and construction company, another teacher of science in high school, one turbine expert for the General Electric Company, others employed by manufacturing and construction companies in various parts of the country, such as the General Electric, Westinghouse, Bullock, etc. Salaries of the above range from \$1,000 to \$2,000 a year. Some recently completing the course below without finishing the full Scientific course, are filling the following positions: Superintendents of municipal and other electrical plants; electricians for lighting and power companies, manufacturing concerns, mines and cement works; motor inspectors for steel mills, manufacturers, etc.; construction men and repair men for power and lighting and other concerns; operators in light and power plants, substations, and switch-boards; apprentices and testers in Westinghouse, General Electric, and Bullock companies. Salaries of these vary from \$650 to \$1,500 a year.

Positions are waiting for good men. College men are particularly sought by employers. This fact is very encouraging. So great is the demand that many are induced to leave before finishing, and those who finish obtain good positions at once. All the electrical men who finished the course last year are already located, and a number of others who have not yet finished have work for the summer in various engineering positions. The Ohio University may help you select a profession,

prepare you for it, and recommend your abilities to the inquiring employer.

### Course of Study.—Requirements.

If not a high school graduate, it will be necessary that you have completed one term Rhetoric; two terms of Literature, American and English; three terms of Algebra; and Plane Geometry before beginning the course. These may be taken in the State Preparatory School of Ohio University. The course below leads to a diploma. It may all be taken as an elective course in connection with the Scientific Course as outlined in the catalog, thus not only giving the graduate the degree of Bachelor of Science, but also establishing a special foundation for his life work as well.

#### First Year.

Fall Term—Physics, Class Work and Laboratory 5; Solid Geometry 4; Direct Current Machinery and Appliances 4; Drawing and Descriptive Geometry 3; Freehand Drawing 2; Shop Work; Station Practice, University and City Stations 1.

Winter Term—Physics, Class Work and Laboratory 5; Algebra 4; Electrical Distribution 4; Descriptive Geometry and Mechanical Drawing 3; Freehand Drawing 2; Shop Work; Station Practice 1.

Spring Term—Plane Trigonometry 4; Electrical Designing, Wiring and Armature Winding 2; Electrical and Magnetic Calculations 4; Steam Engineering 4; Mechanical Drawing 2; Freehand Drawing 2; Shop Work; Station Practice 1.

#### Second Year

Fall Term—Alternating Current Machinery 4; Power Plants 3; Chemistry or Spherical Trigonometry 4; Dynamo Laboratory, Direct Current Machinery 4; Mechanical Drawing 2; Shop Work; Station Practice 1.

Winter Term—Central Stations 4; Electrical Transmission of Power 4; Telephony 3; Chemistry or Analytical Geometry 4; Mechanical Drawing 1; Shop Work; Station Practice 1.

Spring Term—Electrical Measurements 4; Electric Railway 4; Analytical Chemistry or Differential Calculus 4; An Investigation and Report 2; Contracts and Specifications 1; Mechanical Drawing 2; Shop Work; Station Practice 1.



*The Tri-County Club*

### FULL CREDIT FOR WORK DONE AT O. U.

Two-Year Courses in Civil and Electrical  
Engineering Will Be Accepted at  
Their Full Value by Case School.

President Ellis has received a very favorable report of the examination of the work done in the engineering courses at the University, which was made a few weeks ago by President Charles S. Howe of the Case School of Applied Science, Cleveland, Ohio.

President Howe reports that work done at O. U. in the two-year courses in Civil and Electrical Engineering will be accepted at full credit at Case.

The contents of his letter on the matter to President Ellis are as follows: "As the result of the conference I had with Professors Atkinson and Addicott, I can say that work done in the two-year courses in engineering at Ohio University will be accepted at full value by the Case School

of Applied Science. I was pleased with what I saw in Athens. The work was very effective in Civil Engineering and I was surprised and pleased to see how many subjects the electrical students could get."

President Ellis and the heads of the engineering departments feel very much pleased over the results of this conference with the head of one of the finest scientific schools in the country. Students in these departments can get a good idea of the subjects and, upon the completion of the two-year courses, can go out as wage-earners or can enter Case with full credit for all work they have done here.—Athens Messenger, January 7, 1907.

### THE DEPARTMENT OF BIOLOGY AND GEOLOGY.

It is the aim of the Department to keep abreast of the times in every respect. Since Biology is a growing science it is necessary sometimes to work new and unexplored fields, so to the college student,

with an idea of future specialization in this line, is given an opportunity to do some original work in his Senior year. The greatest stress is placed upon the general culture given in Botany, Zoölogy, Physiology, and Geology for the general college student, but the student who has medicine or post-graduate university work in view can, by electing his work along this line, get a year's standing in the best medical colleges or a post-graduate rank in the best universities of the country. We have many more calls for graduates to fill good places as assistants or instructors in the larger universities, and special teachers in the public schools, than we can fill. The field is wide and the demand is great, but they always ask for college graduates with special training in these subjects for these places.

The demand for the college graduate to enter the medical profession is marked indeed. Many of our men have taken prominent places in and out of the medical colleges after leaving this University. The training that our men get during a college course, in Histology, Embryology, Anatomy, and Bacteriology, if they elect for medicine or for special teachers of Biology, gives them a great advantage over their neighbor who has not had his training in college, and they pursue their medical studies with ease and comfort and come out with momentum enough to land them in positions of trust and importance as has been shown in the last few months. Too much can not be said to urge young people to complete a college course for any field of life, but to enter the medical profession the demand is becoming more and more imperative every day. They need the general training of the college course, and this general training is being recognized to a greater extent than ever even by the casual observer. A man must know more than he expects to teach or practice to make the greatest success in any position.

There is a great demand for college-trained men as expert Bacteriologists by the city Boards of Health. It is a significant fact that the college bred man is surely forging to the front and taking the best places. The supply is not equal to the demand at present.

These are but a few of the fields out of the many which are open and are demanding college men especially trained in the biological sciences.

#### KINDERGARTEN SCHOOL.

By action of the Board of Trustees of Ohio University, taken at the June meeting, President Ellis was authorized to establish a Kindergarten School in connection with the State Normal College. The intention is to make the work of the new department articulate closely with that now in such successful operation in the Training School. Both schools will find ample and well-arranged quarters in the north wing of Ellis Hall.

The matter of selecting someone to take charge of the organization, and subsequent work, of the new school has been regarded as one of great importance. It is now felt that the initial work of the school will be wisely directed. Miss Constance Trueman McLeod, A. B., has accepted the principalship of the Kindergarten School. Recently she visited Athens and went away convinced that the new position offered an exceptional opportunity for promoting that phase of educational work for which she has made such thorough preparation.

Miss McLeod is a lady of pleasing address and engaging personality. She joins the teaching force of the University well-equipped for the special work she will have in hand. Her early schooling was obtained in the public schools of Wyoming, Ohio. Later she graduated from Wilson College, Chambersburg, Penn., with the degree of Bachelor of Arts. She has had four years of special training in kindergarten work and holds certificates and diplomas attesting her proficiency in both undergraduate and graduate work. After this careful preparation for her work, she spent three years in practice teaching in the kindergarten. For four years past, Miss McLeod has been Director of the Wyoming Kindergarten in her home town and has, also, been personally connected with some of the kindergarten schools of Cincinnati. While engaged in these last years of teaching, she has found time to pursue post-graduate work in the University of Cincinnati. In her letter, making





*The Tuscarawas Valley Club*

acceptance of the position tendered her, she says: "I shall try to build up the Kindergarten Department of the Normal College so that it will be a credit to the institution; and to train the kindergarten students so that they will be thoroughly equipped for their work."

The Kindergarten School of the Normal College will open Monday, September 9, 1907. At the outset, not to exceed twenty pupils will be received. These will be little people, between the ages of four and six, whose parents arrange in advance for their admission to the school. A small tuition fee will be charged. Parents must give assurance of regular attendance on the part of the pupils who attend it. Their welfare will be safeguarded in every way that zeal and experience can suggest; but the great purpose held in view in the establishment of the school, at state expense, is to train up a number of worthy young women into a keen appreciation of the value of kindergarten work and to give them special power to carry it on successfully.

#### THE SCHOOLMASTERS' CONFERENCES.

Monday, July 22, 1907, to Saturday, July 27, 1907, inclusive.

Six conferences were provided for, but by vote of those interested a seventh conference was held on Saturday morning. These conferences were under the immediate direction of the President of the University. Faculty members and some prominently connected with public-school work were in attendance and took part in the discussion of the different topics. The attendance at these conferences was unusually large and the interest on the part of those present was most marked. The scope of the work done is shown, in part, in what follows:

1. THE RELATION OF PUBLIC SENTIMENT TO EDUCATION.—The reciprocal demands of society and the school. The causes and methods of reform in education. How create a sentiment that will demand the best in education.

## 2. A NORMAL-SCHOOL SYSTEM FOR OHIO.

—A study of the normal school and its place in a system of education, with particular reference to New York, Wisconsin, Michigan, Illinois, California, and Ohio. The Ohio Normal School Bill of 1900; of 1902; of 1906. How many State Normal Schools should Ohio have? Should we have a State College for Teachers in connection with Ohio State University? See address of Hon. E. A. Jones, State Commissioner of Common Schools, before the Central Ohio Schoolmasters' Club, in the Ohio Teacher for February, 1907. What should be the scope of work offered by a State Teachers' College? Should the State Normal Schools already established, train secondary teachers, superintendents, and supervisors?

## 3. SHALL WE ABOLISH THE STATE LEVY FOR SCHOOLS?

—The history of the Common School levy in Ohio. Which is better, a direct state tax or an indirect tax to create a revenue fund? Notable examples of states levying a direct tax and of states making direct appropriations. How may we guarantee to the schools the irreducible debt and an equivalent of the State Common School fund? If the state levy is to be abolished, how are our State Universities and State Normal Schools to be supported? What should now be done with the large surplus in the State Treasury?

## 4. COUNTY HIGH SCHOOLS AND COUNTY NORMAL TRAINING SCHOOLS.

—A study of county high schools in other States—Kansas, Illinois, and others. Do we need them in Ohio? Relation of the county high school to the other schools of the county. The county normal schools in Wisconsin and Michigan. Why not have similar schools in Ohio? How would this effect the attendance at other Normal Schools?

## 5. A STATE COURSE OF STUDY FOR OHIO SCHOOLS.

—A study of those states having state courses of study. Relation of a state course to uniformity of text-books. Who should make such a course? At present we may have 1,316 different courses for township districts; 70 different courses for city districts; and 1,169 different courses for village and spe-

cial districts, making a total of 2,555. How enforce a state course of study?

## 6. A SYSTEM OF STATE AID TO SCHOOLS.

—(a) For Elementary Schools: Upon what principles should the distribution of aid be based? Why should wealthy centers be levied upon to help educate the children in poorer communities? (b) For High Schools: Should the State aid the high schools? Subsidies to high schools. The law and the experience of other states. (c) For Normal Schools and Colleges. Why should there be state-supported institutions of higher education? The law in several representative states on this subject. How should the money for the State aid to schools be raised?

## 7. HOW MAY THE STATE DEPARTMENT OF EDUCATION BE STRENGTHENED?

—A careful study of the New York law under which operates the present State system of education in that state. Why should not Ohio's State Department of Education be re-organized on a similar basis? What publications should the State Department of Education issue? What direct supervisory powers should be given the Department?

## 8. A SYSTEM OF GRADUATED SALARIES FOR TEACHERS.

—Factories operate under a scale of wages—why should not schools? What elements should determine the salary of the teacher? The Indiana law on this subject. What is the objection to this plan? The minimum salary laws of Pennsylvania, Indiana, West Virginia, Ohio, and Wisconsin.

## 9. FROM THE EIGHTH GRADE TO THE HIGH SCHOOL.

—Why is there such a loss in numbers in the transition from the Eighth Grade to the High School? Relation of the Department Plan to high-school attendance. Should high-school subjects be begun in the Grammar Grades? Should departmental instruction be given in these grades? In what years or grades is the loss of pupils the greatest from the first to the twelfth?

## 10. THE QUESTION OF ATHLETICS IN HIGH SCHOOLS AND COLLEGES.

—(a) High Schools: What forms of athletics should be permitted in high schools? What control should be



*The Athens County Club*

exercised by the board of education: What inter-school athletic games should be permitted? Should the high schools of the state be organized into one athletic association, with subordinate district associations, each with its court of arbitration? (b) Colleges: Is college athletics a necessary evil? Should colleges discontinue inter-collegiate games?

#### SPECIAL CLASS AND

#### LECTURE WORK

Thomas S. Lowden, Ph. D.,

Honorary Fellow, Clark University, Worcester, Mass.

(July 22-August 2, inclusive.)

**1. STUDIES IN THE MEANING OF EDUCATION.**—Ten lectures on Man as a being of many-sided life, aspects, and interests—an educable being whose life to be most efficient and happy should be developed (1) physically, (2) intellectually, (3) ethically, (4) aesthetically, (5) socially, and (6) religiously. The scope of the work is

expressed in saying "Education is a harmonious development of all man's powers to the extent to which he is capable," the theme being the highest possible efficiency and happiness in the individual and the transmission of the very best of life to the race.

**2. AUDITORIUM LECTURES.**—These lectures, ten in number, considered "Education in its Broadest Aspects," "The Home and the School," "New England Life and Education," "Studies in German and French Life and Education," and other topics of equal importance and interest.

#### THE OHIO UNIVERSITY

#### SUMMER SCHOOL

A Summer term at Ohio University is no new thing under the educational sun. Before the State Normal College came to the University under the provisions of the "Seese Bill," a Summer School, conducted by some University instructors, had been doing good service. These instructors car-



ried on the work as a private enterprise.

**The establishment of the State Normal College,** at Athens, brought necessity for the reorganization and enlargement of the Summer School work at Ohio University. Recognizing the importance of that work, the Board of Trustees placed the control of the Summer School in the hands of the President of the University, and made liberal appropriations of money to be used by him, in addition to all incidental fees received, in providing for its proper organization and maintenance.

**The work of the Summer School** has had wide range, and has proved very satisfactory to the large number of students who have taken it and profited by it.

### SUMMER TERM.

June 22 to July 31, 1908.

**This term** is arranged to accommodate those who are otherwise employed during the regular terms and to afford college students an opportunity to continue their studies. All collegiate instruction will be given by members of the regular Faculty and the requirements and the credits in the various branches taught will be the same as in other terms.

Ohio University, by tradition and experience, has ever been in close touch with the public-school system of the State. Many of the graduates, and many who left the undergraduate classes without completing a course, are now engaged in teaching. Of the students now in attendance upon college classes, at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a Department of Psychology and Pedagogy.

**Normal College**—The provision for the support of this State Normal School is sufficient to enable the Trustees to maintain a high-grade institution where the teachers of the State may obtain superior professional training. The Ohio University Summer School will maintain regular departments of the Normal College, and work done in the Summer School will entitle the student to credit on a regular college course.

**Women's Dormitories**—The Legislature of Ohio appropriated \$45,000 to be used

in putting up a Women's Dormitory on the University grounds. More than \$6,000 has been added to this appropriation. The building located on the southeast corner of the campus and furnishes most desirable quarters for about 120 students. The University retains control of the present Women's Hall, where about 30 students can secure excellent lodging and boarding accommodations. These two buildings will be used in furnishing good quarters, at low cost, to women students attending the Summer School of 1908. Ladies wishing rooms in these buildings should engage them in advance, as such rooms are in demand. Athens can easily accommodate a large number of students. At the close of the first day of the Summer Term of 1907 every student had been eligibly located. Accommodations for at least 200 additional students were available.

**Faculty**—The Faculty is a very strong one, composed of those who are regularly engaged in the work of the University. It would seem hardly necessary to call attention of prospective students to the fact that this is a guaranty of high-grade work, and that the work done in the Summer School will be up to regular college grade in every respect. College credit will be given for all work done. For the number of hours of credit allowed on each course, see booklet, in which the several courses offered are fully set forth.

**Courses of Study**—Courses of study have been provided to accommodate the following classes of students: Those doing regular college work who wish to continue their college studies during the summer; those young people who are preparing to teach, and who are desirous of getting the very best professional equipment; teachers of some experience who wish to review and take advanced work; teachers who are preparing for required examinations; teachers and others who are preparing to enter one of the regular University or Normal-College courses, and wish to bring up back work in order to be able to enter a college course without conditions; teachers and others who are prepared to carry regular college work; superintendents and advanced teachers who are seeking a broad professional training.



*The Franklin County Club*

**Attendance Statistics**—The attendance of students at the Summer School, of Ohio University, for the last ten years, is here-with shown:

Year.	Men.	Women.	Total.
1898 .....	27	25	52
1899 .....	38	23	61
1900 .....	36	29	65
1901 .....	45	57	102
1902 .....	110	128	238
1903 .....	159	264	423
1904 .....	194	363	557
1905 .....	220	430	650
1906 .....	207	449	656
1907 .....	236	442	678

**Additional Information**—Those inter-ested in the work of the Summer School of Ohio University can secure a copy of a handsome Booklet giving names of in-structors, courses of study, hours of credit, and other particulars desirable to know by addressing,

ALSTON ELLIS.

President Ohio University, Athens, O.

**OHIO UNIVERSITY**

**SUMMER SCHOOL**

June 24, 1907—August 2, 1907.

Enrollment of students by states and counties:

States.	No. Students.
Ohio .....	658
Colorado .....	1
Connecticut .....	1
Illinois .....	1
Indiana .....	1
Kentucky .....	2
Montana .....	1
New York .....	2
Old Mexico .....	1
Oregon .....	1
Pennsylvania .....	5
West Virginia .....	4
Total .....	678

Males, 236; Females, 442; Total 678.

## OHIO COUNTIES, 74.

Name.	No. Students.
Athens .....	186
Washington .....	33
Fairfield .....	32
Perry .....	25
Jackson .....	23
Ross .....	22
Pickaway .....	21
Franklin .....	20
Vinton .....	19
Meigs and Muskingum.....	18
Guernsey .....	16
Scioto .....	15
Hocking, Jefferson, and Monroe.....	11
Gallia and Licking.....	9
Belmont, Erie, Harrison, Lake, Morgan and Pike .....	8
Highland, Madison, and Tuscarawas..	6
Defiance, Huron, Lorain, Preble, Stark, and Trumbull .....	4
Clinton, Coshocton, Crawford, Hancock, Henry, Mercer, Montgomery, Richland, Sandusky and Summit....	3
Adams, Ashland, Hardin, Lawrence, Lucas, Medina, Miami and Noble...	2
Allen, Ashtabula, Brown, Butler, Carroll, Champaign, Clermont, Columbiana, Cuyahoga, Darke, Fayette, Greene, Hamilton, Holmes, Logan, Mahoning, Ottawa, Portage, Seneca, Wayne, Williams, Wood, and Wyandot .....	1
Total number of students.....	678
States represented .....	12
Enrollment of pupils in Training School, unregistered .....	149
Attending Teachers' Conferences, unregistered .....	52

## THE ATHENS COUNTY CLUB

The Athens county students met and organized, July 9th, by electing Mr. O. C. Stine, President and Miss Madora Davis, Secretary. An executive committee composed of Miss Calla Cooley, Mr. Carl Bingham, Miss Rose Alexander, Miss Lena Boelzner, and Miss Garnet Bingham was appointed to arrange for picnics, etc.

As usual Athens county sends by far the largest delegation of students to O. U. of any county in the State. She has this summer sent over one-fourth of the total

enrollment. She knows when she has a good thing.

Not all are seen in the picture found in this bulletin, only those who were brave enough or were not too modest to face the camera. Surely no one at O. U. would question the fact that we have the brainiest, and some of the most beautiful young ladies and most handsome young men to be found in any county in the State.

Miss Mary Lewis, one of our best, will teach in the Athens public schools.

Miss Calla Cooley, a junior at O. U., will teach in Athens.

Miss Winifred Higgins graduated from O. U. last June and will teach next year.

Mr. Henry Hatch and Mr. Herbert Dillinger, two of our stalwart teachers, will be at Buchtel the coming year.

Mr., sometimes called Rev., W. A. Guy, has taken up his residence in Athens and will continue his course in college.

Mr. Carl Bingham, formerly principal of a Nelsonville ward school, has been re-elected principal of the McArthur school.

Miss Helen Hawk, adopted from Vinton county, hopes to get a B. S. degree from O. U. next June. She is a hustler and we are glad to adopt her.

Mr. L. B. Nice, a former teacher, who had the good sense to quit and take a college course, hopes to get a degree next June.

Mr. O. C. Stine, an energetic student of O. U., and President of the Athens County Summer-School Club, will graduate next June.

Miss Alice Shannon, a teacher of marked ability in the primary grades, has been re-elected for the fourth year as primary teacher in the Lurigh schools.

Mr. Harry Foster, Mr. Heber Henke, and Mr. Don Coultrap, regular students of O. U., are taking work in the Summer School and will graduate with the Class of 1908.

Mr. W. A. Matheny, a well-known teacher of former days, has brought his wife to Athens. He expects to complete a course at O. U. next June.

Miss Madora Davis, our Secretary and her sister, Miss Theora, will remain in college next year and complete a Normal course.





*The Vinton County Club*

Misses Rose Alexander and Augusta Goddard, two of our efficient teachers, will teach at Amesville, Miss Goddard having been re-elected for the third year.

Miss Nellie Alderman, one of Athens county's most progressive teachers, is pursuing her work in music. She will teach in the Athens public schools.

Miss Mildred Hickman, a graduate of O. W. U., is doing some special work in the Summer School. She will teach in the high school at Nelsonville next year.

Mr. F. A. McVey has been re-elected for a third year superintendent of the Marshfield schools. He has all his teachers: Mr. A. F. Cameron, Miss Ella Shannon, and Miss Capitolia Sanders, here with him.

Prof. G. W. Christman, B. Ped., Ph. B., has been re-elected to the superintendency at Murray City, at an increase of salary. Prof. Christman will also superintend the township schools.

Students of the Athens high school who are taking work in the Summer School are: Lena Boelzner, Delma Elson, Har-

old Elson, Grace Beverage, Charlotte Copeland, Ruth Truedley, Harry McBee, Edith McBee, Blanche Wolfe, Dix Preston, Rachel Mooney, Annabel Lynch, Walter Moore, Margaret Davis, Clara Williams, Mayme Lash, Verna Lee, Bessie Connett, Walter Connett, Jennie Beckle, Gladys Gibbs, Belle Knowlton, Clara Hayes, Cora Bowles, and Lena Koons.

Those who will be in college next year are: Tura Weaver, Gladys Porter, Cecil Beah, Fred Beckler, Miles Cagg, Grace Brooks, Joseph Comstock, D. W. Cooper, Bertha Davis, Mazie Earhart, Evan Jones, A. E. Livingston, George Kaler, Margie McNeal, Elsie McNeal, Mary Secoy, Lena Patterson, Mary Watkins, Garnet Bingham, George Blower, Constance Crossen, and others.

Those who will be found teaching the coming year are: Roy Drury, Maud Grimm, C. F. Finsterwald, Elizabeth Forward, Emmett Hayes, Daisy Harrold, Martha Harrold, Faye Hewitt, Clarence Matheny, Clarence Johnson, Mary Kaler,

One of the most interesting meetings of the Club was the picnic on East Hill, where a delicious supper was served, and a delightful time enjoyed by all present.

#### HIGHLAND COUNTY NOTES.

Miss Lillie Faris, formerly of Highland county, is now First Critic Teacher in the Normal College. The Quadri-County Club could not get along without Miss Faris, for she is responsible for the many good times which the Club enjoyed during the summer.

Mabel J. Bourquin, who taught English and history in the North Baltimore high school last year, has been re-elected to a position there this year. This is her fourth summer at the O. U.

Miss Chlora Stockwell, of Lynchburg, has been re-elected to teach the Danville school. Miss Stockwell is spending her second summer at O. U.

Loren H. Furstenberger, a Highland county teacher, and former student at Lebanon, Ohio, is spending his first term at O. U.

Albert Cameron, a former Highland countian, and successful teacher, has been re-elected to a position in the schools at Marshfield, Athens county.

Miss Sarah Marshall, a graduate of the Greenfield high school, Class of 1904, and a teacher in the rural schools near Greenfield, is spending her first term at the O. U.

#### CLINTON COUNTY NOTES.

Miss Mamie J. Morris, high-school teacher, Wayne township centralized school, Lees Creek, O., is taking work in history of education and physics.

John J. Richeson, Superintendent of the Wayne township centralized school, Lees Creek, O., is studying history of education and chemistry.

Gerdena K. Pavey, of Leesburg, O., is taking work in German, general history, and school music.

#### FAYETTE COUNTY NOTES.

Miss Amy Conn, of Washington C. H., is with us this summer. For several years past she has been the Principal of Sunny Side schools of that place, but has been promoted to the high school, where she will teach English.

Some of the other counties are trying to claim Miss Pavey. Fayette county is proud of her musical ability, and thinks residence should count, for she is ours.

We are glad that Miss Winifred Williams, Fourth-Grade Critic Teacher, is able to be with us again this summer. After a leave of absence of a few months from O. U., she will resume her duties in the Training College of the Normal College this fall.

We are sorry we haven't W. T. Lady with us this year. We imagine seeing him, after performing duties as Superintendent of Cripple Creek schools, Colorado, with pick and shovel, red flannel shirt, slouch hat, and hip boots, making "a hustle."

Miss Ethel Asher, New Holland, who has spent three consecutive summers at O. U., is again with us.

#### ROSS COUNTY.

The delegation from Ross county numbers twenty-two, the largest and best delegation historic Ross ever sent forth to O. U.

Miss Osie England hails from Scioto township, and is considered one of the best teachers in Ross county.

Miss Bessie Dailey comes from Concord township, but will teach the coming year in Paxton township, near Bainbridge.

Miss Osie Kordel taught near Richmondale last year, but will likely teach in Twin next year.

Miss Goldie T. Hoggard will teach her first school in Twin township next year. She comes here thoroughly to prepare herself for the work.

Miss Mary C. Henry was the primary teacher at Clarksburg last year and goes back again at an increased salary.

Mrs. Harriet Garman and Miss Merle Pake, first and second-grade teachers at Bainbridge, are here for the purpose of better preparing themselves for their work.

Miss Lulu Bosworth comes from Ross, but will teach next year in Pike.

Miss Nannie Hughes has taught two successful years in Twin township, and begins on her third year next September.

Miss Stella Turner has done three years' work in Twin and goes back for another prosperous year this fall.



*O. U. Girls' Basket-Ball Team*

Miss Nannie Grady comes from Chillicothe, but will teach next year at Ashville, Pickaway county.

Miss Irene Jones graduated last year from Clarksburg high school and will probably teach the coming year in Pickaway county.

Miss Carrie Knox is also a member of the Class of C. H. S., 1906, and intends to begin her teaching career in Ross county in September.

Miss Ethel Knox taught in Pickaway county last year, but will teach this year in Deerfield township, Ross county.

A. F. Cameron taught the grammar school at Marshfield, Athens county, last year.

Glenn Frye taught his first year in Twin township last year, but goes to Concord next September.

W. T. Morgan has spent three years as Superintendent of Twin township schools, and has been re-elected to that position for another year.

A. N. Smith enters on his third year at O. M. U. this fall. He is doing special work in German and psychology this summer.

A. P. Michael is doing some work in the course of Electrical Engineering.

E. L. McCoy taught his first year in Twin township, and has been re-elected.

Harley Hiser is a graduate of the Clarksburg high school, Class of 1907. He expects to teach in Deerfield township the coming year.

#### VINTON COUNTY NOTES.

The Vinton County Club reorganized, July 17, by electing the following officers: Harry Coultrap, President; C. W. Bingman, Vice-President; Blanche Keck, Secretary. This is an organization which was begun a few years ago for the purpose of furthering the interests of the Vinton countians at the Summer School. Although one of the smallest counties, Vinton prides her-



self on being the birthplace of three members of the Faculty at Ohio University.

Professor Dunkle, born and brought up near McArthur, was for many years Associate Professor of Greek and Principal of the State Preparatory School. He was recently made Professor of Greek and continues as Registrar.

Prof. H. R. Wilson, of Hamden, is Professor of English in the State Normal College. A citizen of his home town recently remarked, "A prophet is not always without honor in his own country, for I know of no one whom I would rather hear speak than Professor Wilson."

Prof. F. S. Coultrap was for several years the efficient Superintendent of the Athens public schools. He was recently made Principal of the State Preparatory School at Ohio University.

Miss Julia Bothwell, Vice-Principal of the Cincinnati Kindergarten Schools, is taking work at the Summer School.

Harry Coultrap was a very successful superintendent at McArthur last year, but will be in college this winter. He is a good student and has made a fine record while in school. No doubt he will rise high in the profession of teaching.

The fact that C. W. Bingman was re-elected Principal of the McArthur high school, tells of his success as teacher at that place.

Sidney Dye taught at Hamden last year. He will be in college this winter, and expects to graduate next spring.

Bernice Coultrap will finish the Philosophical Course at O. U. this summer, and will receive her diploma next spring. She will teach in Zanesville high school this year.

William E. Gibbs, who was for many years a teacher in Vinton county, is now Superintendent at Sulphur Springs, O. He is still loyal to the Vinton county teachers, and aids them in every way he can.

Helen M. Hawk, one of the most studious and ambitious of our Vinton county girls, will be a Senior at O. U. this year.

Louise Ogan, who successfully taught the seventh grade at McArthur last year, is re-employed at that place.

Mary Reed, a faithful and an energetic teacher, will have charge of her home school, near Wilkesville, this winter.

Blanche Keck will complete the two-year Normal Course at O. U. this summer. She will be primary teacher at McArthur the coming year.

George Tatman, one of our earnest and progressive teachers, will be Superintendent at Haydenville this winter.

George Turner came home from Colorado, last September, where he had been for a few years. He will teach at Allensville this year.

Nora E. Barnes will teach her first school this year. Miss Brown has spent two terms at O. U.

Clelie James made a good record as teacher in Madison township last year. She will be primary teacher at Oretton the coming year.

Susie Zimmerman taught a successful term of school in Vinton county last year. She has been employed in Athens county this winter.

Lidora Vanderford, a faithful and an earnest teacher, is employed for the coming year in Elk township.

Olan Fri, one of our prospective teachers, is attending Summer School.

Earle Heinlein likes O. U. so well that he has decided to spend this winter in school here.

Belle Knowlton has been in Athens high school for two years and will graduate in 1908.

Olive Meikle was again employed to teach in Harrison township.

Nelle Scheer was re-employed as teacher in the primary school at Zaleski.

W. O. Allen, commonly known as "Si," is one of the most popular Vinton county boys at O. U.

#### MEIGS COUNTY NOTES.

Miss Amanda Sutton, of Middleport, will teach in the Ceredo, W. Va., schools next year. This will be her fourth year there.

Miss Edith Bates having finished the high-school course at Middleport, will be a regular student at O. U.

Everett J. Person, of Long Bottom, is spending his first term at O. U. He will attend school at home this winter.

Errett A. Person, also of Long Bottom, will probably attend college at Chicago this next year. While he has held a certificate, he never cared to teach.



*O. U. Summer School Baseball Team, 1907*

Robert L. Fulwider, formerly of Meigs, now of Athens, will be a student in the Athens high school the coming school year.

Miss Garnet Bingham, whose home is Rutland, O., is an O. U. student in the department of stenography.

Miss Mabel Winn, of Rutland, is taking a normal course at O. U. She has been a teacher in Meigs.

Miss Clara Guthrie, of Alfred, will teach her home school. This is her second year.

Miss Florence Townsend, of Carpenter, will teach her home school the coming year. This is her fourth year in the same school.

Miss Ella Le Favor, of Alfred, will teach in Carthage township, Athens county. She has been a student at O. U. several terms.

Miss Bertha Lawrence, of Syracuse, will teach the second grade in the Fostoria schools. Miss Lawrence has had five years of successful experience, this making her second year in her present position.

Harry Trainer, one of the progressive young teachers of Carpenter, is enjoying his second summer term at O. U. He will

teach in his home township this winter.

David B. Williams, who is serving his third year as Superintendent of Syracuse schools, is one of the most successful and scholarly teachers in Meigs. He holds an eight-year High School certificate. This is not David's first term in the teaching profession.

W. S. White, of Syracuse, will be Principal of the grammar grade in the Pomeroy schools. Mr. White is a successful teacher of seventeen years' experience, having served a number of years in the Syracuse schools. This will make four years in his present position.

Mr. Loring Hall has spent many summers at O. U. It is a sorry sight to see Meigs lose such teachers. He will serve his second year as Superintendent of the Marlboro schools, in Stark county. Mr. Hall always ranks with the best in his class.

Miss Jessie McBride, formerly of Tupper's Plains, is now teaching in the Midletown, O., schools. Miss McBride is a graduate of the Normal College of O. U.,

and a successful teacher. She is doing special work at the Normal College now.

Mr. Irwin Meredith, of Long Bottom, is doing his first term of preparatory work in the electrical course at O. U. He taught last year in Washington county, where he will be this year. He is one of the finest scholars, for his age, to be found anywhere.

Mr. and Mrs. Wayne Lutz are both at O. U. Mrs. Lutz will teach the intermediate room at Rutland, where she taught a previous term under another name. Mr. Lutz is Superintendent of Schools at Rutland. He holds a State life certificate and is especially distinguished as a mathematician. He has spent several summers at O. U.

Mr. Geo. W. Jacoby, formerly of Long Bottom, but now of Athens, is spending his fifth summer at O. U. Mr. Jacoby is a successful teacher and a good scholar, having received a life certificate at the last State examination. He will be superintendent at Vincent, Washington county, next year.

Mr. E. E. Browning began teaching in 1889. He attended school at Lebanon two summer terms, and later one year at O. U. He is one of the best scholars in Meigs, holding an eight-year High School certificate. He goes to Richmondale as superintendent the coming year. Another good teacher lost. Why?

J. E. McDaniel, Ph. M., who has been Assistant in the Biological Department at O. U. for two years, goes to Cornell University to fill a similar position. From experience, the writer can say that Mr. McDaniel is certainly well liked as an instructor.

Another Meigs county product of whom we all are proud, is Dr. T. S. Lowden, of Clark University, Worcester, Mass. Dr. Lowden is delivering a series of lectures at O. U. We can remember when he was the Institute speaker at Pomeroy about ten years ago. He has been in Europe studying school systems the past six months.

#### THE MUSKINGUM COUNTY CLUB.

This was the first county club organized at the O. U. Summer School of 1907. H. J. Dickerson was chosen President, and Miss Birdie Moore, Secretary. The Club has a

membership of eighteen, a substantial increase in attendance over former years.

The picture, front row, from right to left:

Miss Belle Few, of Banesville, will begin her second year's work in the Falls township schools in September.

H. J. Dickerson, of South Zanesville, after having taught for more than three years, most of which being in his home schools, has entered upon regular work in Ohio University.

Miss Frances C. Moore, of New Concord, enters upon her second year's work in the Salt Creek township schools this fall.

Clyde White, of New Concord, needs no introduction to the O. U. Summer students, as he has been a familiar figure about the college in times past. This summer he entered upon his Junior work in the University.

Miss Sadie Baker, of Dresden, has successfully completed three years' work in the Muskingum township schools.

The middle row, from right to left:

James H. White, of Chandlerville, expects to begin his first work of teaching in the Rich Hill township schools this fall.

Miss Grace Jennings, of Norwich, teaches in Highland township next year. She has taught in Wayne and Perry townships for the past three years.

Miss Ethel Beers, of Dresden, begins her second year's work in the Washington township schools this fall.

The next two students are Miss Carrie Balo, of Adams Mills, and Mrs. Mary Stitt, of Dresden. Miss Balo is a teacher of several years' experience, who has been employed to teach in the Adams Mills schools next year. Mrs. Stitt taught in the graded schools at Dresden last year, and has been re-employed.

Miss Anna Baker, of Dresden, has taught for the past two years in the Muskingum township schools and will probably teach there again next year.

Alva Blackstone, of Cumberland, after teaching for more than two years in the Rich Hill township schools, will probably enter upon a regular course in Ohio University this fall.



The back row, from right to left:

Otis Games is superintendent of the schools of Perry township, Pickaway county. He resides with his parents at Frazeysburg.

The next two students, Elizabeth Reeder and Mabel McGinniss, are grade teachers in the Frazeysburg schools. Both are graduates of their home schools. Miss Reeder enters upon her first year's work this fall, and Miss McGinniss upon her third year.

The gentleman occupying the position in the center is Dr. H. W. Elson, Professor of History and Political Economy in Ohio University, and whom we are proud to claim as a native of Muskingum county.

Miss Jennie Williams, of Roseville, will teach in the primary grade at Steubenville next year. Miss Williams is a very successful primary teacher of broad experience.

Miss Birdie Moore, of New Concord, has taught in the Union township schools for the two years past. She will teach the primary grade at Rix Mills next year.

B. H. Dorsey, of Dresden, has completed two years' work in the Muskingum township schools, and has been re-employed for next year.

### THE CLUB OF GUERNSEY AND NOBLE COUNTIES.

Superintendent H. L. Cash, of Byesville, who is one of the best school men Guernsey county ever produced, is spending his third year at O. U. He has worked for twenty years in the public schools. He has gone up from a rural school man to the superintendency, having served at Washington for five years, when he was called to Byesville, where he has been five years. He is now entering upon a term of three years. In addition to his teaching work, he has also served as County Examiner for five years.

Principal Bert M. Thompson, like his superintendent, has had experience in all grades of secondary school work. He was for two years in Byesville as Assistant Principal, and is now entering upon his second year as Principal. He has spent nine terms at O. U.

Principal L. E. Doyle, of Buffalo, is now serving his second successful year in the

schools at that place. He is rapidly coming to the front and voices all that is good in secondary education.

Miss Jennie Mason is one of Byesville's most successful teachers in the primary work, for which she is especially preparing herself at O. U. She is now serving her sixth year in Byesville. She has spent two terms in the Hopewell Normal, two terms at Muskingum, and two terms at O. U.

Miss Rosalie Bratton, one of Caldwell's splendid grade teachers, is spending her second term in the Summer School in order to further fit herself for her good work already so well begun.

Miss Bertha Peters has had three years of experience in the Robins schools, and is now in her second year's work at Byesville. She has had two terms in the Muskingum Summer School and one term at O. U.

Miss Pearl Cleary is a graduate of the Caldwell high school, Class of 1907. She goes to Martin's Ferry as one of Belmont county's good teachers. She has spent the Summer term in better fitting herself for the year's work.

Miss Ethel Monroe is a graduate of the first class of the Westland township high school of 1907. She is serving her second term as a most efficient primary teacher.

Miss Mary Campbell has had several years' successful experience in the grade schools in Guernsey county. She taught at Byesville and is now serving her third year in the Buffalo schools.

Miss Clara Belle Leeper has taught four terms in her home school and in the adjoining township. She attended school two normal terms at Senecaville, and this year at O. U.

Mr. C. E. Monroe, one of Westland township's most successful teachers, has taught one hundred months in his own and adjoining townships. He has taught in every district into which he has gone from two to four terms. He has spent three terms at Muskingum and one Summer term at O. U.

Mr. C. C. Gregg has had in all thirty-six months' experience as a teacher in the schools of Guernsey and Noble counties, one-half of which has been in the rural schools and the other in the Pleasant City high school.

Miss Daisy Weaver is a graduate of high standing of the Quaker City high school, Class of 1906. She is teaching her second term very successfully in her home district. She has spent the summer in further preparing herself for the work.

Miss Carrie Hill has taught her home school in Richland township for two years with very flattering results. Her services are highly appreciated.

Miss Effie Mason comes for her first year to fit herself for the teaching work, taking special training in the Normal College. She has also spent some months in the Byesville high school.

Miss Lela Robins, a pupil of Junior rank in the Byesville high school, is taking advantage of the splendid work in the Summer School in order to meet the required work of the curriculum.

Mr. M. L. Gregg, who has had two years' successful experience in teaching, a year ago decided to take advantage of the course offered in the Byesville high school and now has Senior rank except in Latin, which he is studying during the Summer term. He will graduate with honor in the Class of 1908.

### HOCKING COUNTY CLUB.

Back row, beginning at the right: George A. Featherolf, Miles M. Graham, Ethel M. Hellyer, Prof. Albert A. Atkinson, Ella May Green, Perry C. Campbell, and George R. Tatman.

Front row: Martha A. Herrold, Raymond D. Lehman, Daisy Herrold, James C. Hilliard, and Grace M. Herrold.

The Hocking County Club was reorganized July 5, 1907, electing for its officers, G. R. Tatman, Chairman, and Grace M. Herrold, Secretary. The number of representatives far exceeds the enrollment of any previous Summer term. The enrollment this term is eighteen. Last summer's enrollment was four. We teachers are proud to think so many of our progressive teachers are taking advantage of the good instruction given at Ohio University and hope to find a much larger enrollment next summer. Without further remarks, we will endeavor to give a brief sketch of each member of the Club.

J. C. Hilliard, of South Perry, is a representative from the western part of Hocking county. He expects to teach at Mound Crossing Special, in Perry township, the coming year. Being one of that class who believes in a thorough preparation, he decided to attend Ohio University this summer.

Grace M. Herrold, of New Plymouth, who has been a student of O. U. for the past two years, will be employed for the coming year as a teacher of the intermediate grades at Union Furnace.

Miles M. Graham, of Logan, whose features appear on the back row, second from the right, is a student of great ability. He is employed for the ensuing year to teach the district school near his home.

Martha Herrold, of Nelsonville, has been attending the O. U. Summer School. Miss Herrold has had two years of successful experience as a teacher, and she will be employed to teach the Johnson school, near Nelsonville.

Raymond Lehman, of Columbus, a former resident of Haydenville, has been attending O. U. for several years. He will continue his engineering work.

Ella Green, of Athens, Ohio, will be employed to teach the primary grade at New Pittsburg. Her success as a teacher is shown by the fact that she has been employed at this place for six consecutive years.

Daisy Herrold, of Nelsonville, a former student of O. U., will be employed as teacher of the highest grade at Carbonhill the coming year.

G. A. Featherolf, of Laurelville, has had one year of experience as a teacher. He is a type of country boy whose aspirations for a higher education always lead to success.

Nellie Bray, of Logan, is a graduate of the Logan high school, Class of 1904. She has had two years of experience in teaching and expects to pursue a commercial course at O. U. the coming year.

G. R. Tatman, our worthy Chairman, hails from New Plymouth. At present he holds certificates from Athens, Meigs, and Hocking counties. He has been very successful as a teacher and doubtless the training he receives from the Summer

School will be qualifying him for the position he is to fill this winter as Superintendent of Haydenville schools.

Florence Horton, of New Pittsburg, who is attending the Summer term, also expects to be in school the coming year at old O. U. She expects to take the commercial course.

Vern Cook, of Newtown, has been very successful as a teacher. He will be employed to teach the highest grade at Newtown.

Ethel Hellyer, of Logan, is one of the progressive teachers of Hocking. Seeing the opportunities offered by the Summer School for training along her special line of work, she took advantage of them and is not sorry for so doing.

Mr. Noah Andrews, of San Run, is another representative of Hocking county. Although he has never taught, he expects to do so in the near future, and is taking advantage of the fine training given at O. U. Summer School.

Mr. P. C. Campbell, of Nelsonville, is one of our most promising teachers. He expects to teach the ensuing year at the Mount Zion school.

The Club is proud of the fact that one of the members of the Faculty—A. A. Atkinson, Professor of Physics and Electrical Engineering—was born in this county. His picture is to be seen among the students of this Club.

The Club had their annual picnic on the famous North Hill, July 25, 1907. Everyone had a very enjoyable time.

## THE THIRTEENTH

### CONGRESSIONAL DISTRICT CLUB.

Beginning on the left, front row: Ellwood Butturff, Maria Lawrence, Wilber Lust, Myrtle Aten, and W. E. Gibbs.

Back row: Floyd McClellan, Nellie Klaar, Lydia Trinter, Georgia Burrows, Bess Vogt, and Matie Merrill.

The Thirteenth Congressional District, comprising Marion, Crawford, Seneca, Wyandot, Sandusky, and Erie counties, met July 16, and organized by electing W. E. Gibbs, President, and Myrtle Aten, Secretary.

Upon enrollment we found just thirteen students from this district. Disregarding

this "hoo-doo," we proceeded in accordance with tradition and precedent to have our pictures taken.

Later in the term we indulged in a boat ride on the beautiful Hocking.

Superintendent W. E. Gibbs had a very pleasant year at Sulphur Springs, Crawford county, and has been re-employed for the coming year. The course of study and manual has been revised and prospects are bright for a good year.

Mr. Ellwood Butturff taught a successful term of school in Texas township, Crawford county, and expects to teach in that county this coming year.

Mr. Wilber L. Lust taught an eight-month school in Liberty township, Crawford county. He is a rising and successful teacher.

Miss Zoe De Ran, Fremont, O., who was principal in the Woodville high school last year, is taking advanced work again this summer in the O. U., and will teach in the Fostoria high school.

Miss Bernice Carr, also of Fremont, is enjoying her second term here. She will teach again in the Fremont school.

Miss Bess Vogt, a graduate of the Fremont high school, will teach her third term in Sandusky township.

Mr. Floyd McClellan, of Bloomville, the only representative from Seneca county, will teach his second term in Lykens township, Crawford county.

Erie county is represented by five graduates of the Vermilion high school—Misses Matie M. Merrill, Georgia H. Burrows, Maria M. Lawrence, Nellie May Klaar, and Lydia E. Trinter. Miss Matie M. Merrill, who taught last year in Olmsted township, Cuyahoga county, will teach this year at Vermilion.

Miss Georgia H. Burrows will teach again in Berlin township, Erie county.

Miss Maria M. Lawrence, having taught last year at Baybridge, expects to teach third, fourth and fifth grades at Berlin Heights, Ohio.

Miss Nellie May Klaar was pleased with her work at O. U. and will enter upon her duty as teacher in Vermilion township.

Miss Lydia E. Trinter is taking work at O. U. preparatory to teaching in Vermilion township.



Miss Myrtle Aten, of Nevada, O., a graduate of the University of Wooster, is doing special work at O. U. this summer and will teach again in the McComb high school, Hancock county.

### TUSCARAWAS VALLEY CLUB.

First row, from left to right: Everett Preston, Ella Buch, Frank W. Mowry, Carrie Balo, Mary E. Quigley, and Lucile Amendt.

Second row: Wm. H. Hill, Emma Kratsch, Boyd Crout, Grace Barclay, and Pearl Simpson.

Third row: Virginia D. Shriver, J. E. Ring, Anna Nungesser, Muriel Webb, Elizabeth Uhlenдорff, and Loring Hall.

On July 5th the Summer-School students of Stark, Tuscarawas, and Coshocton counties organized the Tuscarawas Valley Club. J. E. Ring, of Gnadenhutten, was elected President; Loring Hall, of Marlboro, Vice-President; and Emma Kratsch, of Massillon, Secretary. The Club held several informal social meetings, and on July 20, picnicked on North Hill.

Boyd Crout, Dresden, O., is the only member of the Club who is not a teacher. Mr. Crout has been at Athens three years, and is taking the Scientific Course.

Miss Virginia D. Shriver, of Marlboro, likes the Ohio University so well that she has secured a school near Athens. She expects to do work in the University at the same time.

Miss Mary E. Quigley, of New Philadelphia, is principal of Midvale schools and teaches seventh and eighth grades. Miss Quigley has been at Athens before.

Canton is represented by William Herbert Hill. Mr. Hill will teach in Marlboro township, Stark county. He says, "Ohio University is a first-class school and up to date."

F. W. Mowry teaches in the city schools at Coshocton, his home. This is his first term at O. U. He plans to return.

Everett M. Preston is spending his first term at Athens, but he says it will not be his last. Mr. Preston is grammar-school principal and high-school assistant at Warsaw.

Loring Hall is superintendent of schools at Marlboro, and is quite enthusiastic over

his work there. Marlboro is rated as a high school of second grade. Mr. Hall has spent four terms at O. U. and hopes to be here again.

The Misses Ella Buch, Elizabeth Uhlenдорff, Emma Kratsch, and Laurah Kessler comprise the Massillon delegation. Miss Kessler is the only one new at Athens. All will teach in the Massillon schools the coming year, with the exception of Miss Uhlenдорff, who expects to enter some library school in the fall.

The Misses Lucile Amendt, Anna Nungesser, Grace Barclay, and Pearl Simpson will teach in the Uhrichsville schools this coming year. Miss Amendt is spending her second summer at O. U., and is very enthusiastic about her work. Her last year's work here increased her salary ten dollars per month. Miss Barclay attended a private normal school before coming here, and Miss Simpson attended Scio College for several terms. All are much pleased with the O. U. Summer School.

Gnadenhutten furnished the Club with its President and Superintendent J. E. Ring, and sent us, beside these, Miss Muriel Webb. Miss Webb has spent one summer at Wooster, and two at Athens. Mr. Ring is a graduate of Ohio Northern University, which institution granted him, this past winter, the degree of B. S. Mr. Ring was for five years principal of North and South schools, Martin's Ferry. He was re-elected this spring to his present position for a term of two years. Mr. Ring has spent two terms at Athens and, like all members of the Tuscarawas Valley Club, looks forward to more.

Miss Carrie Balo is the primary teacher at Adams Mills. She is spending her first summer at O. U.

### TRI-COUNTY CLUB.

The Tri-County Club, composed of teachers from Adams, Pike, and Scioto counties, organized and elected Jas. E. McNaughton, President, and E. E. Slavens, Secretary.

Beginning with the first member in the back row on the right, we have, Jas. E. McNaughton, Mae Reif, W. L. Hostetter, Lenna Hawk, Ottis Eyre, and Anna Haley.

The front row: C. F. Sharp, Amy Evans, E. E. Slavens, Jennie Martin, (Mrs.) Dell Hooper Ware, Clyde Cockrell, and Esther M. Salser.

Mr. Jas. E. McNaughton, of South Webster, O., was at O. U. for the spring and summer terms. He has been teaching for a number of years in Scioto county, and is well known as an excellent teacher.

Miss Mae Reif, of Wheelersburg, who is spending the summer at old O. U., will teach in the Wheelersburg schools the coming year.

Mr. W. L. Hostetter, of North Liberty, has attended the Summer terms at O. U. two consecutive summers. He has been re-elected superintendent of the Wayne township high school for another year.

Miss Lenna Hawk, of Sargeants, is an energetic young teacher of Scioto township, Pike county, and will teach the Wetmore school the coming year.

Mr. Ottis Eyre, of Seaman, has been elected teacher of the Calvary school for the coming term. He is a progressive young teacher and as a student has made a good record.

Miss Anna Haley, of Wheelersburg, who has been teaching in the county schools, has been elected as teacher in the Wheelersburg schools for next year.

Mr. C. F. Sharp, of Lucasville, is attending the Summer term at O. U. this summer. He formerly taught in the country schools of Scioto county, but has been elected as teacher of the grammar grade in the Bridgeport schools, Belmont county, for the coming term.

Miss Amy Evans, who is in Athens for the Summer term at O. U., will teach in Scioto county the coming year.

Mr. E. E. Slavens, of Stockdale, who has been teaching in the country schools of Scioto county for the past five years, has been elected superintendent at Stockdale, Ohio.

Miss Jennie Martin and Miss Esther M. Salser, both of Portsmouth, are attending the Summer School at O. U., and will teach in the Portsmouth schools.

Miss Clyde Cockrell, of Lucasville, who is here for the Summer term, will teach in the Lucasville schools the coming year.

## MORGAN COUNTY.

There is a larger delegation from Morgan county than ever before, eleven being in attendance.

Miss Mary Woodyard, a graduate of the Chester Hill high school, Class of 1905, has taken special work at O. U. during the past year.

Miss Grace Woodyard, also a graduate of the Chester Hill schools, is enrolled in the College of Music.

Miss Lucile Davis intends entering O. U. next fall for the purpose of completing one of the regular courses.

Miss Lena Evans, Mr. Mahlon Parsons, and Mr. Riley Price are employed for the following year in Morgan county.

Miss Rosanna B. Alexander, a student in the State Normal College, has been chosen for the intermediate grades at Amesville.

Messrs. Jesse Hall, Herman Jones, and Clyde Price help compose the teaching force of Athens county.

L. E. Coulter, of Malta, a Junior, was one of the successful participants in the recent Annual Oratorical Contest at O. U. Mr. Coulter is considered one of the most promising students of the University.

## FAIRFIELD COUNTY.

First row: G. C. Morehart, H. L. Kagay, Kate M. Plank, W. A. Stage, Mabel Mason, J. Z. Beery, Ethel E. Rowles, Edwin H. Kuhn, May Johnson, and Elsie Crooks.

Second row: P. W. Fattig, Carolyn Schorr, F. C. Landsittel, Vincent D. Beery, Effie Pearl Meyers, Ethel M. Shallenberger, James P. Alford, and Edith B. Teele.

Third row: Etta M. Brown, Orpha A. Christy, Webster S. Krout, Orpha B. Miesse, Mayme Kester, Vernon O. Heller, Alice L. Holder, and Marcia Poff.

Fourth Row: James A. Knight, Otto L. Sims, Edna M. Johnson, Verle C. Smith, Edna Roley, Grover Raver, and Charles W. Walker.

Read from left to right in each case.

## Baseball Club.

Reading from right to left: W. S. Krout, s. s.; William H. Haffey, r. f.; R. S. Hines, p.; G. W. Lutz, 1st b.; G. C. Morehart, 2nd b.; C. F. Sharp, c. f.; W. T. Morgan, s. s.;

H. F. Dillinger, c. f.; W. L. Hostetter, r. f.; E. L. McCoy, 3rd b.; A. P. Michaels, r. f.; and E. G. Frye, r. f.

Five very interesting games were played. The third game of the season was played with a team from Mechanicsburg. The O. U. team won the game by a score of 3 to 0. The features of the game were the pitching of Hines, who struck out twenty men, and the catching of Creamer.

In the first three games pitched by Hines the opposing team did not make a score.

At the beginning of the season, White and Sharp were elected captains, and there were to be two teams, but the two teams soon became one, with White as manager and Sharp as captain.

The games, with but one exception, were played on Saturday afternoons, and quite a number of students attended each game. The team has won quite a reputation, as during the last two seasons it has won ten out of eleven games. Every one interested in baseball was given a chance to try for the first team, and those who "made good" were the ones who played in the games.

#### WASHINGTON COUNTY CLUB.

First row, beginning on the left: Blanche Armstrong, F. B. Hildebrand, Belva Leake, G. W. Jacoby, Minnie Hawk, Grover C. Heddleston, Myrtle Sprague, and A. H. Dixon.

Second row: Luna Campbell, Heber McFarland, Gladys Gage, F. R. Altvater, Madge O'Dell, James Muth, Eleanor Applegate, Fred B. Goddard, Marie Delano, and Frederick Merrill.

Third row: Grace Clark, Celia Devitt, Ethel Clark, Blanche Walker, Claire Greene, Effie Williams, Ella Hollingshead, Helen Valentine, Leonia Holdren, May Templer, Minnie M. Patton, Bertha Wagoner, Anna Penney, Mary Scoggan, and I. C. Meredith.

#### THE FRANKLIN COUNTY CLUB.

Back row, beginning on the left: R. D. Lehman, Edith E. Fenner, Judson A. Weed, Laura A. Davis, Chloe M. James, Thomas M. Thompson, and Margaret B. James.

Front row: President Alston Ellis, Jex Huddleston, W. E. Rader, Theresa Davis, Nellie Roney, Raymond S. Hines, and Mary O. Watts.

#### THE PERRY COUNTY CLUB.

First row, beginning on the left: Frank Kym, Icie Souslin, Merle Hammond, J. V. Bohrer, Laura Ferguson, and Samuel Begland.

Second row: C. L. Martzloff, Emma Snelling, Frank Palmer, Jessie Snyder, O. C. Creighton, Clara Redding, Maurice Leckrone.

Third row: Ola Ardrey, Effie Baker, Mary Grogan, Edith Starkey, P. L. Van Atta, Wahnita DeLong, Mary Rodgers, and Rachel Davis.

#### JACKSON COUNTY CLUB.

First row, beginning on the left: Edith Evans, Emmett V. Springer, Margaret Davis, Jessie Patterson, Bessie E. Simmons, Isadora Wells, Florence L. Barnes, William N. Davis, and Cynthia B. Evans.

Second row: Ella Evans, Kathryn Morris, Thomas F. Morgan, Jennie Hughes, Herbert W. Spriggs, Edith M. Shuter, and Annie L. Zimmerman.

Third row: Susia A. Morgan, James F. Dixon, Jennie E. Evans, Maude E. Wallar, Margaret A. Glynn, Prof. D. J. Evans, and Ada F. Miller.

#### GUERNSEY AND NOBLE COUNTIES.

First row, beginning on the left: Carrie Hill, Daisy Weaver, Pearle Cleary; Clara Belle Leeper, Rosalie Bratton, and Ethel Monroe.

Middle row: Mary Campbell, Bertha Peters, Jennie Mason, Effie Mason, and Lela Robins.

Top row: L. E. Doyle, M. L. Gregg, H. L. Cash, B. M. Thompson, C. C. Gregg, and C. E. Monroe.

#### WESTERN RESERVE CLUB.

Front row, beginning on the left: Ira L. Landes, F. L. Johnson, Mabel B. McGinniss, Alta E. Winzeler, Laurene L. Kelsey, R. W. Heyman, Pearl M. Johnson, and Maria M. Lawrence.



Second row: F. M. Wicks, Laura E. Benedict, Elizabeth Ingraham, Genevieve Gilson, Bertha Baysinger, Estella Henderson, and Hazel Gilbert.

Third row: C. L. Shilliday, Anna M. St. Clair, Edna Dunlap, Sylvia Florence Laird, Luella Hamilton, Minnie A. Russell, Myrtle M. Holden, May Templer, and G. A. Erf.

Fourth row: Lucile Amendt, Emma S. Kratsch, Bessie M. Vogt, Julia I. Wilcox, Rachel E. Harnish, Stella Abbey, and Eva Purtill.

Fifth row: Matie M. Merrill, Georgia H. Burrows, and A. A. Johnson.

The Western Reserve students organized with two objects in view: The members wished to become better acquainted with one another and with the other students of the Summer School, and all were anxious to avail themselves of every opportunity for self-improvement.

Two excursions were made. A crowd of forty-one persons picnicked at Chauncey and visited the Sunday Creek mine. Through the courtesy of Mr. Nye, and other employes at the mine, all were permitted to see the various departments. The methods employed were carefully explained. All thoroughly enjoyed the exciting ride in the underground automobiles—the coal cars. The post-card views of the picnic crowd and of the mine, taken by Mr. Landes, will be prized by the students as mementoes of a most pleasant and profitable excursion.

A party of about fifteen spent the day, Saturday, July 27th, at Marietta, Parkersburg, W. Va., and Blennerhassett Island. Such a trip is a rare treat for people living in the northern part of the State.

Blennerhassett Island is always a place of interest, although nothing is left of the old Blennerhassett home but the well. Those who availed themselves of the opportunity to visit this historic scene will have much of interest to tell their boys and girls this winter.

The last meeting of the Western Reserve Club was held July 29th, when the students met just at the setting of the sun for a few words of farewell. Many are planning already to come back next summer. Some expect to take the Normal course; others are looking forward to the B. S. and the A. B. degrees.

## WESTERN RESERVE PERSONALS.

The Western Reserve enrollment is sixty-eight. Both Lake and Erie counties have eight representatives. F. L. Johnson will complete one of the four-year college courses at O. U. in June, 1908.

The Misses Kratsch, of Massillon, and St. Clair, of Akron, have attended the O. U. Summer School for the last five years.

Messrs. Hammond and Shilliday are regular students in the University and are working on four-year courses.

A. A. Johnson has completed the four-year course leading to the degree of Ph. B. Mr. Johnson will assist Dr. Mercer, of the Biological Department of O. U., next year.

Mr. R. W. Heyman has finished a four-year course in the O. U. and has received the B. S. degree in Electrical Engineering. He has accepted a position with the Westinghouse people at Pittsburg.

Mr. S. F. Beard, who graduated at Otterbein, is studying for the degree of B. Ped.

Miss Estella Henderson has been in attendance at the O. U. all year. She is President of the Y. W. C. A., and has shown much talent in her work as an art student.

Miss Edna Dunlap, of Shelby, has completed two years of college work at Wooster. She is planning to complete the Normal course at O. U.

Miss May Templer is a high-school teacher at East Palestine. She holds a State Common-School Life certificate. She completed the two-year Normal course in 1904.

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## SPLENDID STATE NORMAL SCHOOL

The editor of the Index was called to Athens, last week, in connection with his duties as trustee of the Ohio University, and while there had an opportunity to note briefly the workings of the State Normal Department of the institution. We found 678 young teachers of the State enrolled, and enthusiasm seemed to be present in every class. The total enrollment last year reached 656, but this being exposition year, it was feared the enrollment might fall below that number. The fact that the attendance has reached the flood

mark in the history of the State Normal is gratifying in the extreme, proving as it does the upward trend toward genuine professionalism among Ohio teachers. Tuscarawas county and Eastern Ohio are well represented not only in the number of the student body but in the fine morale of the institution.

No spot in the old Buckeye State is a lovelier one for a gathering of earnest

teachers. The stately old trees that crowd the university campus; the lovely Hocking winding below; the impressive old University buildings that have sheltered Ohio's bravest and best; the large corps of capable instructors—all these furnish an inspiration to the earnest young men and women who see visions of enlarged usefulness beyond these noble precincts.—Newcomerstown, Ohio, Index.

## Ohio University and State Normal College

### FACULTY.

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ELI DUNKLE, A. M.,  
Professor of Greek and Registrar of the University.

DAVID J. EVANS, A. M.,  
Professor of Latin.

FREDERICK TREUDLEY, A. M.,  
Professor of Philosophy and Sociology.

WILLIAM HOOVER, PH. D., LL. D.,  
Professor of Mathematics and Astronomy.

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Professor of Physics and Electrical Engineering.

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OSCAR CHRISMAN, A. M., PH. D.,  
Professor of Paidology and Psychology.

WM. FAIRFIELD MERCER, PH. D.,  
Professor of Biology and Geology.

WILLIAM B. BENTLEY, PH. D.,  
Professor of Chemistry.

LEWIS JAMES ADDICOTT, B. S.,  
Professor of Civil Engineering.

P. A. CLAASSEN, PH. D.,  
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Professor of History and Principles of Education.

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Principal of the State Preparatory School.

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Professor of Elementary Science.

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Professor of Mathematics.

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Director of the College of Music.

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Director of Athletics.

EMMA S. WAITE,  
Principal of Model School.

CONSTANCE T. McLEOD, A. B.,  
Principal of Kindergarten School.

MARY ELLEN MOORE, A. B.,  
Instructor in Latin and English.

EDWIN TAUSCH, PH. D.,  
Assistant Professor of German and French.

CLEMENT L. MARTZOLFF, B. PED.,  
Instructor in History.

MARGARET EDITH JONES,  
Instructor on the Piano and in Voice Cul-  
ture and Harmony.

NELLIE H. VAN VORHES,  
Instructor on the Piano and in Virgil  
Clavier.

CLARA BANCROFT,  
Instructor in Voice-Culture.

MINNIE L. CUCKLER,  
Instructor on the Piano and Organ.

JOHN N. HIZEY,  
Instructor on the Violin.

MARIE LOUISE STAHL,  
Instructor in Drawing and Painting.

MARY J. BRISON, B. S.,  
Instructor in Drawing and Hand-Work.

LOUISE KING WALLS, B. O.,  
Instructor in Elocution and Physical  
Culture.

MABEL K. BROWN, PH. B.,  
Instructor in Stenography.

MINNIE FOSTER DEAN,  
Instructor in Typewriting.

MABEL B. SWEET,  
Instructor in Public-School Music.

EUGENE F. THOMPSON,  
Stenographer, President's Office.

ALDIS A. JOHNSON,  
Instructor in Biology.

GEORGE E. McLAUGHLIN,  
Instructor in Physics and Electricity.

GEORGE C. PARKS,  
Instructor in Penmanship and Mechanical  
Drawing.

RHYS DAVID EVANS,  
Instructor in Physics.

FRANK B. GULLUM, B. S.,  
Instructor in Chemistry.

CHARLES G. MATTHEWS, PH. M.,  
Librarian.

LENORA BELLE BISHOP, PH. B.,  
Assistant Librarian.

LILLIE A. FARIS,  
Critic Teacher, First-Year Grade.

AMY M. WEIHR, PH. M., B. PED.,  
Critic Teacher, Second-Year Grade.

OLIVE A. WILSON,  
Critic Teacher, Third-Year Grade.

WINIFRED L. WILLIAMS,  
Critic Teacher, Four-Year Grade.

MARGARET A. DAVIS,  
Critic Teacher, Fifth-Year and Sixth-Year  
Grades.

EDGAR ERVIN,  
Field Agent.

CHARLES H. BRYSON,  
Alumni Secretary.





# SUMMER SCHOOL

June 24, 1907 - - August 2, 1907

New Series

Vo. IV., No. 2

# Ohio University Bulletin



Summer School of Ohio University, June 24,  
1907, to August 2, 1907, inclusive.

Courses of Study, Collegiate and Normal.

General Notes.

ATHENS, OHIO, JANUARY, 1907.

Published by the University and Issued Quarterly.

Entered at the Post-Office at Athens, Ohio, as Second Class Matter

ATHENS, OHIO

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# OHIO UNIVERSITY

ATHENS, OHIO

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## Announcement of Courses of Instruction

COLLEGIATE AND NORMAL

FOR THE SESSION OF

## SUMMER SCHOOL

June 24 to August 2, 1907

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## OHIO UNIVERSITY

**Origin and Location.**—Provision for the Ohio University was made in the terms of purchase, by the Ohio Company, of lands from the United States in 1787.

The University was organized under an act of the Legislature passed in 1804. Its Trustees are appointed by State authority.

**The First Building** was erected in 1817. It is now known as "Central Building," and is the oldest college edifice northwest of the Ohio river.

Athens, the seat of the University, is situated in South-Eastern Ohio. It is accessible from the east and west by the Baltimore and Ohio Southwestern railroad and its branches; from central and northern Ohio, by the Hocking Valley and the Toledo and Ohio Central railroads.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hockhocking and the wooded hills beyond present a series of

lovely views from the University; while the wide prospects, as seen at certain seasons from some of the neighboring summits, are seldom surpassed in quiet and varied beauty.

**The University Campus** is a beautiful ten-acre tract of ground located in the city of Athens. Its gradual slopes are covered, in many places, with forest trees, and its lawns are kept in presentable and pleasing condition the year round. Athens is an ideal place for the location of an institution of learning.

**The University Buildings**, eight in number, are grouped on the highest ground of the campus. "Ewing Hall," named in honor of Hon. Thomas Ewing, of the Class of 1815, is a handsome building in which may be found the assembly room, art rooms, various class-rooms, and the administration offices.

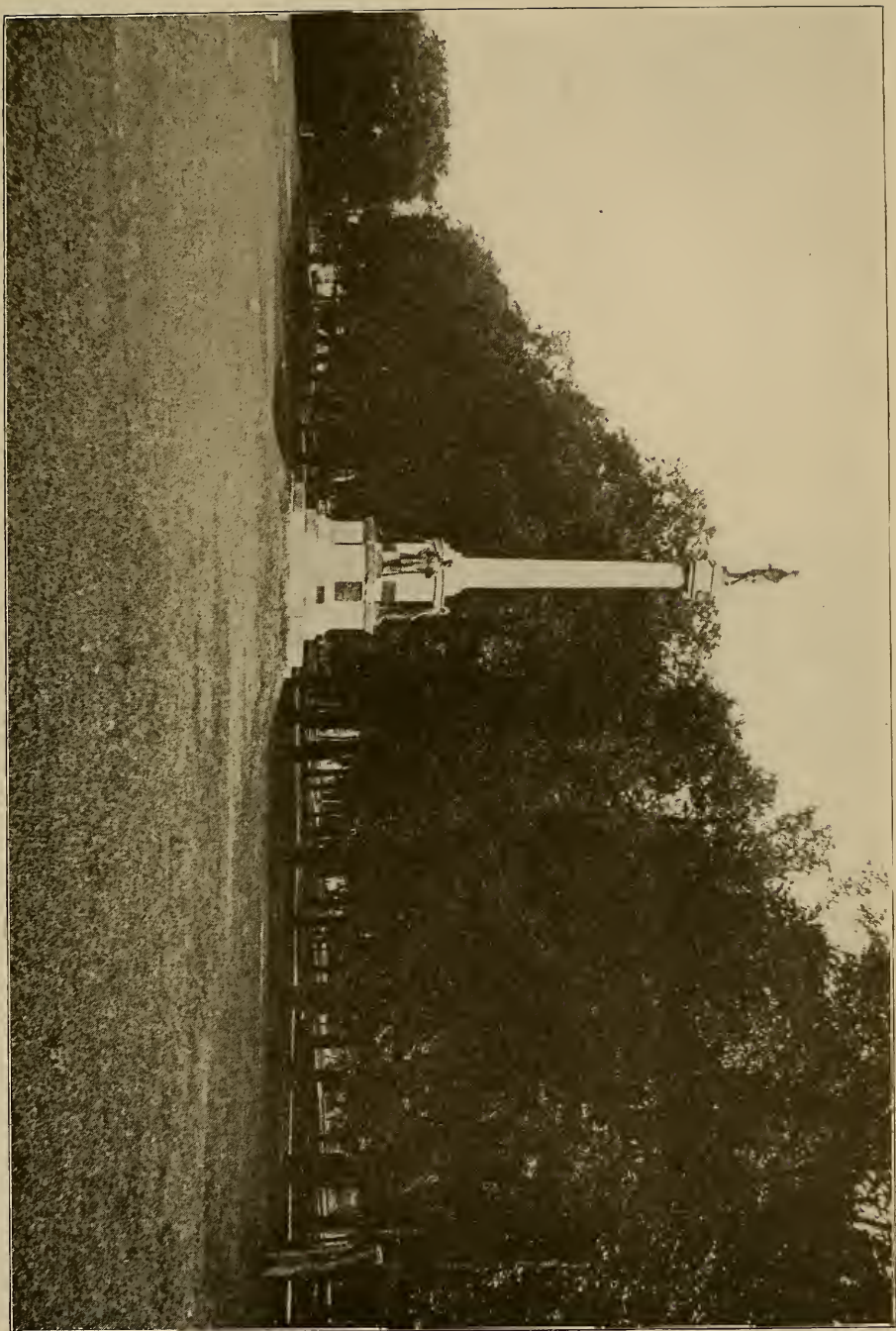
**The Normal College Building**, now four years in use, is the only building in Ohio, erected at state expense, given up wholly to the training of teachers for service in the public schools. It is one of the largest, best, and most costly buildings on the grounds.

**The "Carnegie Library,"** now fully equipped and in running order, is situated in the southwest corner of the campus. It presents a fine appearance and suggests the highly practical service it is rendering the educational work of the University. Within the last two years about six thousand new books have been placed upon the library shelves.

The buildings known as the "East Wing" and the "West Wing" are nearly as old as the Central Building. They afford class-room and laboratory facilities for certain departments of instruction as well as comfortable quarters for a number of students.

**The "Old Chapel,"** so called, stands apart from the other buildings. Some of the work of the College of Music is carried on in this building. Here the Athenian and Philomathean literary societies have commodious and well-furnished rooms. On the first floor is an assembly room often used when narrower quarters than those found in the assembly room of Ewing Hall are desired.





MONUMENT PLACE, UNIVERSITY CAMPUS



# Courses of Study for the Summer School of Ohio University : : :

JUNE 24, 1907===AUGUST 2, 1907

## FACULTY\*

ALSTON ELLIS, PH. D., LL. D.,  
*President.*

The Schoolmasters' Conferences.

HENRY G. WILLIAMS, A. M.,  
*Dean of the State Normal College.*

	Hours of Credit.
School Administration and School Law, Collegiate.....	30

FLETCHER S. COULTRAP, A. M.,  
*Superintendent Public Schools, Athens, Ohio.*

School Management and School Law, Collegiate.....	24
Elementary Course of Study, Collegiate.....	45
Grammar, one section, Reed & Kellogg, Preparatory....	60

FREDERICK TREUDLEY, A. B.,  
*Professor of Philosophy and Sociology.*

Ethics, Collegiate .....	45
Sociology, Collegiate .....	33

DAVID J. EVANS, A. M.,  
*Professor of Latin.*

General History, two classes, Preparatory.....	60
Latin: <i>De Senectute</i> and <i>De Amicitia</i> , Collegiate.....	60

EDWIN WATTS CHUBB, LITT. D.,  
*Professor of Rhetoric and English Literature.*

English Literature, two sections, Preparatory.....	60
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Byron, Keats, and Shelley, Freshman elective.....	36
Elementary Rhetoric, Preparatory.....	60

WILLIAM HOOVER, PH. D., LL. D.,

*Professor of Mathematics and Astronomy.*

First Term Algebra, Preparatory.....	60
Third Term Algebra, Preparatory.....	60
Fourth Term Algebra, Collegiate.....	45
Solid Geometry, Collegiate.....	60

EDSON M. MILLS, A. M., PH. M.,

*Professor of Mathematics.*

Ray's Higher Arithmetic, two sections, Collegiate.....	48
Second Term Algebra, Preparatory.....	60
Plane Geometry, Preparatory.....	60
Plane Trigonometry, Collegiate.....	48

ALBERT A. ATKINSON, M. S.,

*Professor of Physics and Electrical Engineering.*

GEORGE E. McLAUGHLIN,

*Instructor in Electricity.*

RHYS D. EVANS,

*Instructor in Physics.*

First Term Physics, with Laboratory Practice, Preparatory .....	75
Second Term Physics, with Laboratory Practice, Preparatory .....	60
Junior Physics, with Laboratory Practice, Collegiate....	48
Electrical Catechism, Collegiate.....	30
Electrical and Magnetic Calculations, Collegiate.....	48

HENRY W. ELSON, PH. D.,

*Professor of History and Political Economy.*

American History, Preparatory.....	60
American History, Collegiate.....	45
European History, Collegiate.....	45
Civics, Preparatory .....	45

OSCAR CHRISMAN, A. M., PH. D.,  
*Professor of Paidology and Psychology.*

Paidology—Childhood, Collegiate .....	45
Paidology—Adolescence, Collegiate .....	45
Introductory Psychology, Collegiate.....	60
Experimental Psychology, Collegiate.....	45

WILLIAM FAIRFIELD MERCER, PH. D.,  
*Professor of Biology and Geology.*

JOHN E. MCDANIEL, PH. B.,  
*Instructor in Biology.*

Elementary Botany, Preparatory.....	60
Botany, Collegiate .....	60
Nature Study, Collegiate .....	48
Elementary Physiology, Preparatory.....	75
Physiology, Collegiate .....	48

WILLIAM B. BENTLEY, PH. D.,  
*Professor of Chemistry.*

First Term Chemistry, Collegiate.....	60
Second Term Chemistry, Collegiate.....	44
Organic Chemistry, Collegiate.....	45
Qualitative Analysis, First Term, Collegiate.....	36
Qualitative Analysis, Second Term, Collegiate.....	45

EDWIN TAUSCH, PH. D.,  
*Professor of Modern Languages.*

Beginning German, Preparatory.....	60
Advanced German, Collegiate.....	48
Beginning French, Collegiate.....	48
Advanced French, Collegiate.....	48

FRANK P. BACHMAN, A. B., PH. D.,  
*Professor of the History and Principles of Education.*

Elements of Theory and Practice, Preparatory.....	36
Introduction to the Principles of Education, Preparatory..	33
Principles of Education, Collegiate.....	33
History of Education, Great Educators of the Eighteenth and Nineteenth Centuries, Collegiate.....	44

ELI DUNKLE, A. M.,

*Associate Professor of Greek and Principal of the State Preparatory School.*

Beginning Latin, Preparatory.....	60
Cæsar, Preparatory.....	60
Cicero's Orations, Preparatory.....	60
Vergil, Preparatory.....	60

HIRAM R. WILSON, A. M.,

*Professor of English.*

Grammar, one section, Reed & Kellogg Preparatory.....	60
Advanced Grammar, Preparatory.....	36
American Literature, Preparatory.....	60
American Poetry, Collegiate.....	33

CHARLES M. COPELAND, B. PED.,

*Principal of the Commercial College.*

Milne's Practical Arithmetic, Preparatory.....	60
First Bookkeeping, Collegiate.....	60
Second Bookkeeping, Collegiate.....	60
Commercial Law, Collegiate.....	33

C. L. MARTZOLFF, B. PED.,

*Instructor in History and Geography.*

Commercial Geography, Preparatory.....	60
Laboratory Physical Geography, Collegiate.....	36

MABEL B. SWEET,

*Public-School Music, Normal College.*

Theory and Sight-reading, Beginners' Class.....	
Theory and Sight-reading, Advanced Class.....	
Every-day Work in the Model School.....	
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EMMA S. WAITE,

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Primary Methods for Graded Schools and Conferences on Primary Methods for Graded and Ungraded Schools, Collegiate .....	60
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FRONT OF CAMPUS FROM THE EAST



Teaching, Collegiate..... 30

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Public-School Drawing, Preparatory..... 30

Hand Work, Normal College, Collegiate..... 33

(Class work from 7:50 to 11:40 o'clock A. M., and from 2:20 to 4 o'clock P. M. Studio open all day.)

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(Individual instruction from 8 to 11 o'clock A. M., and from 2:30 to 4 o'clock P. M. Studio open all day.)

MINNIE FOSTER DEAN,

*Instructor in Stenography and Typewriting.*

Beginning Typewriting.....

Advanced Typewriting.....

Beginning Stenography..... 30, or more

Advanced Stenography..... 30, or more

LILLIE A. FARIS,

*Critic Teacher, First Grade.*

Primary Methods for Ungraded Schools and Conferences,

Collegiate ..... 60

Class-room Teaching, 8 to 11 o'clock A. M.

AMY M. WEIHR, PH. M.,

*Critic Teacher, Second Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

OLIVE A. WILSON,

*Critic Teacher, Third Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

MARGARET A. DAVIS,

*Critic Teacher, Fourth Grade.*

Class-room Teaching, 8 to 11 o'clock A. M.

CHARLES G. MATTHEWS, PH. M.,

*Librarian.*

LEONORA BELLE BISHOP, PH. B.,

*Assistant Librarian.*



*Library Hours:—*

8:30 to 11:30 o'clock A. M.  
 2:00 to 5:00 o'clock P. M.  
 7:30 to 9:00 o'clock P. M.

*Saturdays*, 8:30 to 11:30 o'clock A. M.

THOMAS S. LOWDEN, PH. D.,

*Honorary Fellow Clark University, Worcester, Mass.*

(July 22-August 2, inclusive.)

Ten Class-room Lectures.

Ten Public Lectures.

*It is of importance that all students and prospective students, read the statements set forth below with care. They convey information that will save much trouble, and no little confusion, if it is understood and heeded.*

\*Note that, with two exceptions, the Faculty of the Summer School is made up of Professors and Instructors regularly connected with OHIO UNIVERSITY and THE STATE NORMAL COLLEGE.

The position occupied, in the University Faculty, by each instructor is shown by the italicized words. The subjects in charge of each instructor are clearly given in connection with his name. Hours of credit, for each subject, are shown by the numbers on the right hand margin of the page. *In no case will more than 120 hours' college credit be given to any student for work done in the Summer School.*

It is not advisable for a student seeking college recognition to undertake more than sufficient to round out the required hours of credit. When subjects selected by a student foot up more than the prescribed hours of credit, they may be taken, subject to the approval of the Committee on Classification, but the total hours of credit will, *in no case, be permitted to exceed the 120-hour limit.*

Students taking work for which no college credit is asked will be permitted much freedom in the choice of studies. All such, however, are strongly advised *not to attempt too much.* In most branches of study double work is done, and students should bear that fact in mind in selecting their work. In but few cases can students take with profit *more than three recitations daily—even this chiefly where review work is selected.*

It will be seen that full provision has been made for more than 100 recitations daily, not to mention the daily laboratory practice connected with the scientific studies, the daily teaching in the *four training* schools, and the facilities for reading and investigation afforded within the hours when the University Library is open.

# Schedule of Recitations of the Summer School of Ohio University : :

JUNE 24, 1907---AUGUST 2, 1907

*(The figures in parentheses indicate the number of recitations per week.)*

7:00 A. M.—Ray's Higher Arithmetic, Section I. (5); First Term Physics (5); Paidology,—Childhood (5); College Physiology—Laboratory, Mon., Tues., and Wed. (3); Qualitative Analysis, Second Term (5); History of Education,—Great Educators of the Eighteenth and Nineteenth Centuries (5); Vergil (5); Milne's Practical Arithmetic (5); Public-School Drawing (5); Byron, Keats, and Shelley (5); American Poetry (5).

7:50 A. M.—General History, Class I. (5); English Literature, Section I. (5); First Term Algebra (5); Advanced Physics (5); College Physiôlogy,—Laboratory, Mon., Tues., and Wed. (3); First Term Chemistry (6); Advanced French (5); Introduction to the Principles of Education (5); Public-School Drawing (5); Advanced Typewriting (5); Teaching; Freehand Drawing; Paidology—Adolescence (5); Sociology (5); Elementary Course of Study (5).

9:00 A. M.—School Administration and School Law (5); Second Term Algebra (5); Third Term Algebra (5); Elementary Physics,—Laboratory (5); United States History,—Preparatory (5); Introductory Psychology (5); Nature Study,—Laboratory, Saturday (1); Advanced German (5); Cæsar (5); Advanced Grammar (5); First Bookkeeping (5); Public-School Drawing (5); Teaching; Freehand Drawing; Music in Model School.

9:50 A. M.—Cicero de Senectute et de Amicitia (5); Plane Geomery (5); Elementary Physics,—Laboratory (5); Nature Study,—Laboratory, Saturday (1); Elementary Physiology (5); Organic Chemistry (5); Principles of Education (5); Grammar, Reed & Kellogg, Section I. (5); Conferences on Primary Methods for Graded and Ungraded Schools (5); Second Bookkeeping (5); Freehand Drawing (5); Teaching; Music in Model School.

10:50 A. M.—School Management and School Law (5); Laboratory Physical Geography (5); Solid Geometry (5); Elementary Physics,—Laboratory (5); Electrical and Magnetic Calculations (5); Freshman United States History (5); Experimental Psychology (5); Qualitative Analysis, First Term (5); Beginning German (5); Cicero's Orations (5); Hand-Work, Normal College (5); Typewriting I. (5); Elements of Theory and Practice (5).

1:30 P. M.—English Literature, Section II. (5); Plane Trigonometry (5); Second Term Physics (5); College Botany, Mon. and Tues. (2); College Botany,—Laboratory, Wed., Thurs., and Fri. (3); Beginning French (5); Beginning Latin (5); Commercial Law (5); Voice Culture in the Grades (5); Stenography I. (5); European History (5); American Literature (5); Choral Class.

2:20 P. M.—Elementary Rhetoric (5); Fourth Term Algebra (5); Advanced Physics,—Laboratory (5); College Botany,—Laboratory, Wed., Thurs., and Fri. (3); Nature Study, Mon. and Tues. (2); College Physiology, Thurs. and Fri. (2); Chemical Laboratory, Mon., Tues., Wed., and Thurs. (4); Grammar, Reed & Kellogg, Section II. (5); Choral Class (5); Stenography II. (5); Primary Methods for Graded Schools and Conferences (5); Primary Methods for Ungraded Schools, and Conferences (5); School Drawing; Freehand Drawing; Theory and Sight Reading,—Beginners' Class (3); Commercial Geography (5).

3:10 P. M.—General History, Class II. (5); Ray's Higher



LEWING HALL,





Arithmetic, Section II. (5); Advanced Physics,—Laboratory (5); Electrical Catechism (5); Civics (5); Elementary Botany (5); Nature Study, Thurs. and Fri. (4); Second Term Chemistry (5); School Drawing; Free-hand Drawing; Schoolmasters' Conference 3:10 to 5:00 o'clock P. M.; Ethics (5); Theory and Sight Reading,—Advanced Class (3).

### SUMMER TERM.

June 24, 1907—August 2, 1907.

This term is arranged to accommodate those who are otherwise employed during the regular terms and to afford college students an opportunity to continue their studies. All collegiate instruction will be given by members of the regular Faculty and the requirements and the credits in the various branches taught will be the same as in other terms.

Ohio University, by tradition and experience, has ever been in close touch with the public-school system of the State. Many of the graduates, and many who left the undergraduate classes without completing a course, are now engaged in teaching. Of the students now in attendance upon college classes at least one-third have had successful experience in teaching. This institution was one of the first in Ohio to establish and maintain with credit a Department of Psychology and Pedagogy.

### THE STATE NORMAL COLLEGE.

In March, 1902, the General Assembly of Ohio enacted the "Seese Law" establishing two State Normal Schools. One of these is The State Normal College of Ohio University. The provision for the support of this State Normal School is sufficient to enable the Trustees to maintain a high-grade institution where the teachers of the State may obtain superior professional training. The Ohio University Summer School will maintain regular departments of The Normal College, and work done in the Summer School will entitle the student to credit on a regular college course.

**Inquiries.**—*If you do not find in this circular the infor-*



*mation you are seeking, kindly write to the President of the University. If your inquiry pertains to the work of any particular department, it will expedite matters if you would direct your inquiry to the head of the department, as noted in the list of Faculty members given elsewhere.*

### THE FACULTY.

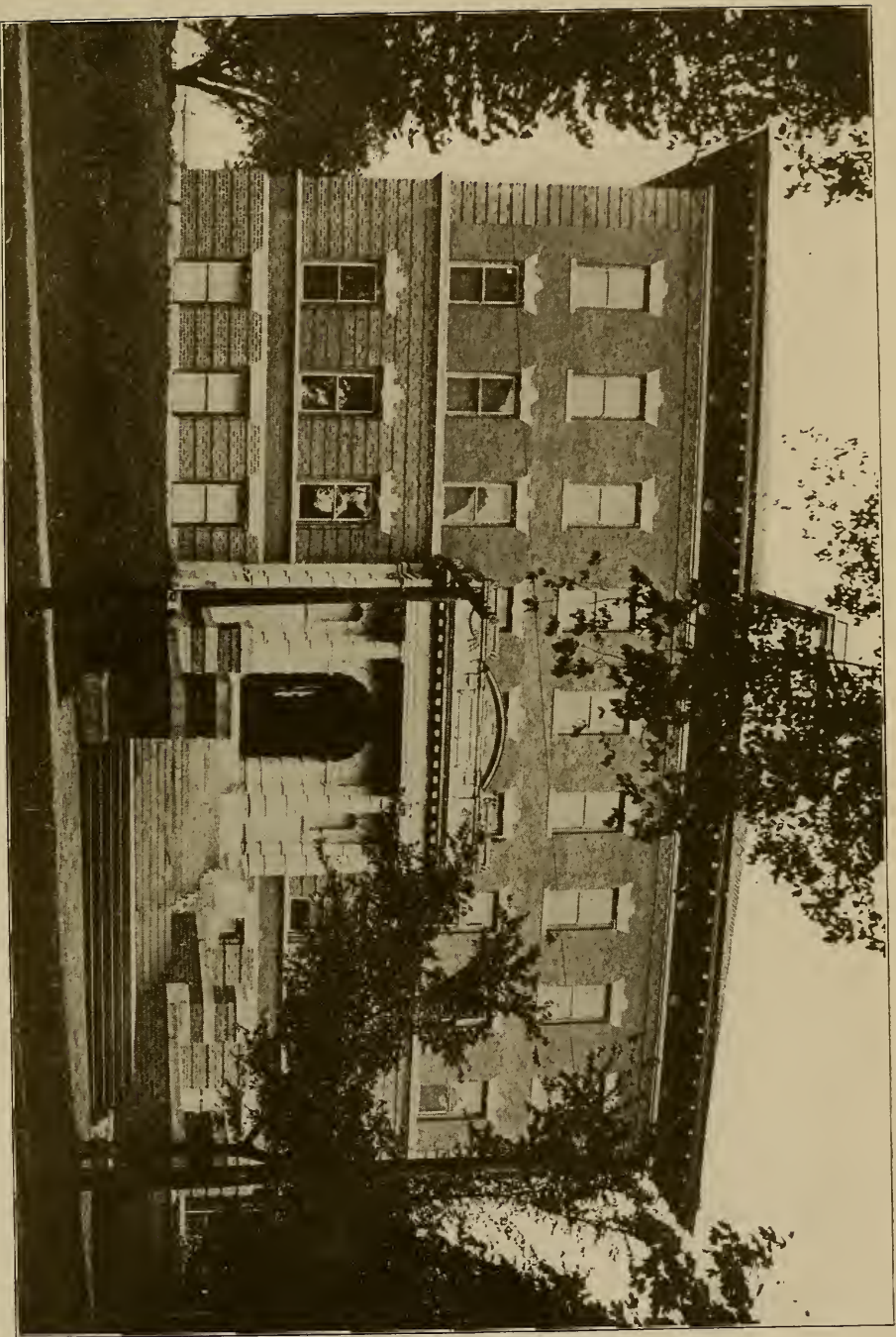
The Faculty is a very strong one, composed of those who are regularly engaged in the work of the University. It would seem hardly necessary to call attention of prospective students to the fact that this is a guaranty of high-grade work, and that the work done in the Summer School will be up to regular college grade in every respect. College credit will be given for all work done. For the number of hours of credit allowed on each course, see the several courses offered.

### THE COURSES OF STUDY.

Courses of study have been provided to accommodate the following classes of students: Those doing regular college work who wish to continue their college studies during the summer; those young people who are preparing to teach and who are desirous of getting the very best professional equipment; teachers of some experience who wish to review and take advanced work; teachers who are preparing for required examinations; teachers and others who are preparing to enter one of the regular University or Normal-College courses, and wish to bring up back work in order to be able to enter a college course without conditions; teachers and others who are prepared to carry regular college work; superintendents and advanced teachers who are seeking a broad professional training.

### SCHOOL ADMINISTRATION, SCHOOL MANAGEMENT, COURSES OF STUDY, AND SCHOOL LAW.

**School Administration and School Law.**—This is Sophomore work in the Normal-College course in "Secondary



THE STATE NORMAL COLLEGE OF OHIO UNIVERSITY  
(Two Wings are to be added, one of which is now in course of construction.)





Education," and comprises a careful study of the leading problems in School Administration as they present themselves to principals, high-school teachers, superintendents, and those looking forward to the work of the supervisor. This course will be given by means of lectures, class recitations, and special reports by members of the class, all being directed by an outline to govern the necessary reading and study on the part of the student. No particular text will be used, but the student will be directed to the following:—

Proceedings of the National Educational Association, Reports of the U. S. Commissioner of Education, *Educational Review*, Report of the Committee of Ten, Report of the Committee of Fifteen, Pickard's *School Supervision*, Dutton's *School Management*, Ohio School Laws, Reports of Various State Superintendents of Instruction, Leading Educational Journals, Special Reports on Problems of School Administration. All these will be placed within easy reach of the student. Thirty hours', or a full term's, credit will be allowed.

**The Elementary Course of Study.**—This is a course designed especially for teachers of elementary schools and for superintendents of such schools. It is required Sophomore work in the Normal College and elective in all other courses in the University. Forty-five hours', or a full term's, credit will be given.

The work is based on "The Report of the Committee of Fifteen," and "A Course of Study for Ohio Schools." The fundamental principles expressing the aim of education are made the basis upon which the course of study for elementary schools is constructed. A careful analysis of the aims, means, and methods in each branch in the curriculum is presented and the teacher, whether in the graded or in the ungraded school, is shown how to secure the best results through the economy of correlations and the wise use of consistent methods. The Course in Language through each grade separately is thoroughly discussed and the materials, means, and methods are considered. Emphasis is placed upon Reading, Language, Composition, and Literature in each grade in the elementary school. Then follows a similar course

in Arithmetic for each grade from the first to the eighth inclusive. Nature Study, Geography, History, Physiology and Hygiene, and the other subjects in the course of study of the elementary schools receive similar attention. The teacher of the ungraded school will also find this course to be a great inspiration and aid to him in grading his school to a course of study.

**School Management and School Law.**—This is a course designed for teachers of elementary schools, whether city, village, or country. It is collegiate work and twenty-four hours of collegiate credit will be given. All the principal problems of school management will be considered, and such phases of Ohio School Law will be discussed as touch the following topics:—The teacher, his powers and duties, teachers' examinations, the Patterson law, the High-School law, centralization and consolidation, revenues, rights of pupils and patrons, teachers' institutes, and other practical subjects. Emphasis will be given to the study of the problems of School Management—discipline, the course of study, methods of teaching the various branches, grading, classification, and promotion of pupils, in short, *how to succeed as a teacher*. The text used as the basis, is Dutton's *School Management*, published by Charles Scribner's Sons. Other text-books that will be useful to the student are White's *School Management*, Roark's *Method in Education*, Hinsdale's *The Art of Study*, Tompkin's *Philosophy of Teaching*, James's *Talks to Teachers*, and McMurry's *Method of the Recitation*.

## HISTORY AND PRINCIPLES OF EDUCATION.

**Elements of Theory and Practice.**—This is a regular course offered in the second year of the "Course of Elementary Education for Graduates of Common Schools." It is designed especially to meet the needs of those preparing to take the county examinations for the first time, and for those who have taught but a short time and have had little or no preparation for the examination in Theory and Practice. Thirty-three hours' credit.



EAST VIEW OF CARNEGIE LIBRARY





**Introduction to the Principles of Education.**—This course is regularly given in the third year of the "Course in Elementary Education for Common-School Graduates," and in the first year of the same course for "High-School Graduates." It constitutes the first real pedagogical work of the Normal College and serves as a basis for all later work, such as "Methods," "School Management," and should be taken before these more advanced courses. This course is especially designed to meet the general pedagogical needs of the common-school teacher in the classroom and will serve as a preparation for county and state examinations. McMurry's *Elements of General Methods* and Dewey's *Ethical Principles Underlying Education* will be used as texts. Thirty-three hours' credit.

**Principles of Education.**—This course is given in the Junior year of the regular Normal-College courses in Secondary Education and in Supervision. It is designed for advanced students, teachers of experience, and superintendents. It purposes to give a conception of the broad underlying principles determining all school work. The second half of this course will be devoted to the principles of instruction and their application to the teaching of the common-school subjects. The following topics will be considered: (1) The Principles of Adaptation; (2) Induction; (3) Deduction; (4) Methods of Instruction in the Light of These Principles; (5) Application to Common-School Subjects. Thirty-three hours' credit.

**Great Educators of the Eighteenth and Nineteenth Centuries.**—This is the regular work offered in the Sophomore year of the Normal-College courses. The method of study will be, first, a general review of the determining factors in the civilization of the period; second, a consideration of the educational theorists; third, a study of the educational practice of the period as seen in the aim of education, school system, grades of instruction, curriculum, methods, teachers, discipline, and school organization; fourth, a discussion of the permanent phases in the educational work of the period. Forty-four hours' credit.

## ETHICS AND SOCIOLOGY.

The text in Ethics will be MacKenzie's *Manual of Ethics*, and in Sociology, Dealey and Ward's *Text-Book of Sociology*. Stress will be laid upon the practical aspects of these subjects, and to this end the resources of the University Library will be freely drawn upon.

## PAIDODOLOGY AND PSYCHOLOGY.

1. Paidology (Childhood), Collegiate.....45 hours
2. Paidology (Adolescence), Collegiate.....45 hours
3. Psychology (Introductory), Collegiate.....60 hours
4. Psychology (Experimental), Collegiate.....45 hours

**Paidology (Childhood).**—In this course are studied the general characteristics of childhood, diseases of this period, the senses, mental and physical development, care of children, etc., such topics as may be needed to give an understanding of this time of life. This takes up the study of children as found in the primary and lower grammar grades, such study as is now becoming so prominent a feature in the examination of children in the public-school work. This is the regular Sophomore work, for which will be given forty-five hours of University credit.

**Paidology (Adolescence).**—This takes up the period of life following that designated above. A study is made of the life of the young during this time, taking up the characteristics of this period, the growth and changes coming now, with the mental and moral conditions that occur. This course covers the life of the young as found in the upper grammar grades and the high school, and helps to a better understanding of this very important period. This is the regular Junior work, and gives forty-five hours of University credit.

**Psychology (Introductory).**—The aim of this course is to give an outline of the subject in order to acquaint the student with the phenomena and laws of mental life and to train him in simple experimentation. This is the regular Freshman psychology. Sixty hours' credit.





WEST VIEW OF THE CARNEGIE LIBRARY



**Psychology (Experimental).**—This is to give a knowledge of the subject-matter of psychology as gained in the scientific study of mind through experimentation. It is also intended to induct the student into the experimental study of mental activity through laboratory methods. This is the first term's work of the required Junior psychology. Forty-five hours' credit.

### THE MODEL SCHOOL.

The Normal College has under its direct supervision and control a Model School, where skilled teachers of broad training and experience are to be found giving the best instruction by the most approved methods. Teachers should understand the theory of education, but they must know more than mere theory. They must be able to apply theory and adapt it to conditions and environment. One of the most essential features in the training of teachers is the observation and practice work in the Model School.

During the Summer term a Model School consisting of four grades will be conducted by Miss Emma S. Waite, Principal, assisted by Miss Lillie A. Faris, First-Grade Critic, Miss Amy M. Weihr, Second-Grade Critic, Miss Olive A. Wilson, Third-Grade Critic, and Miss Margaret A. Davis, Fourth-Grade Critic. In other words, the entire Training-School force will be at work during the Summer term. The Model School will be regularly organized and the children will receive systematic instruction. After each lesson in Methods or Theory, the entire class will be taken into the Model School, and an opportunity given to see an application of the methods just discussed in class.

Care has been taken to arrange the Method classes so as to make it possible for students to get credit for a full term's work. *All who desire this credit must take methods for either Graded or Ungraded schools together with Conferences on Methods.* Sixty hours' credit.

An opportunity to teach will be given only to those who have completed Elementary Psychology, Introduction to Principles of Education, and Methods. Exceptions may be made, however, in the case of some whose unusual experience and preparation would seem to warrant special consideration.



In all regular courses in The State Normal College a minimum of 115 hours of teaching is required, and regular collegiate credit will be given for work done during the Summer term.

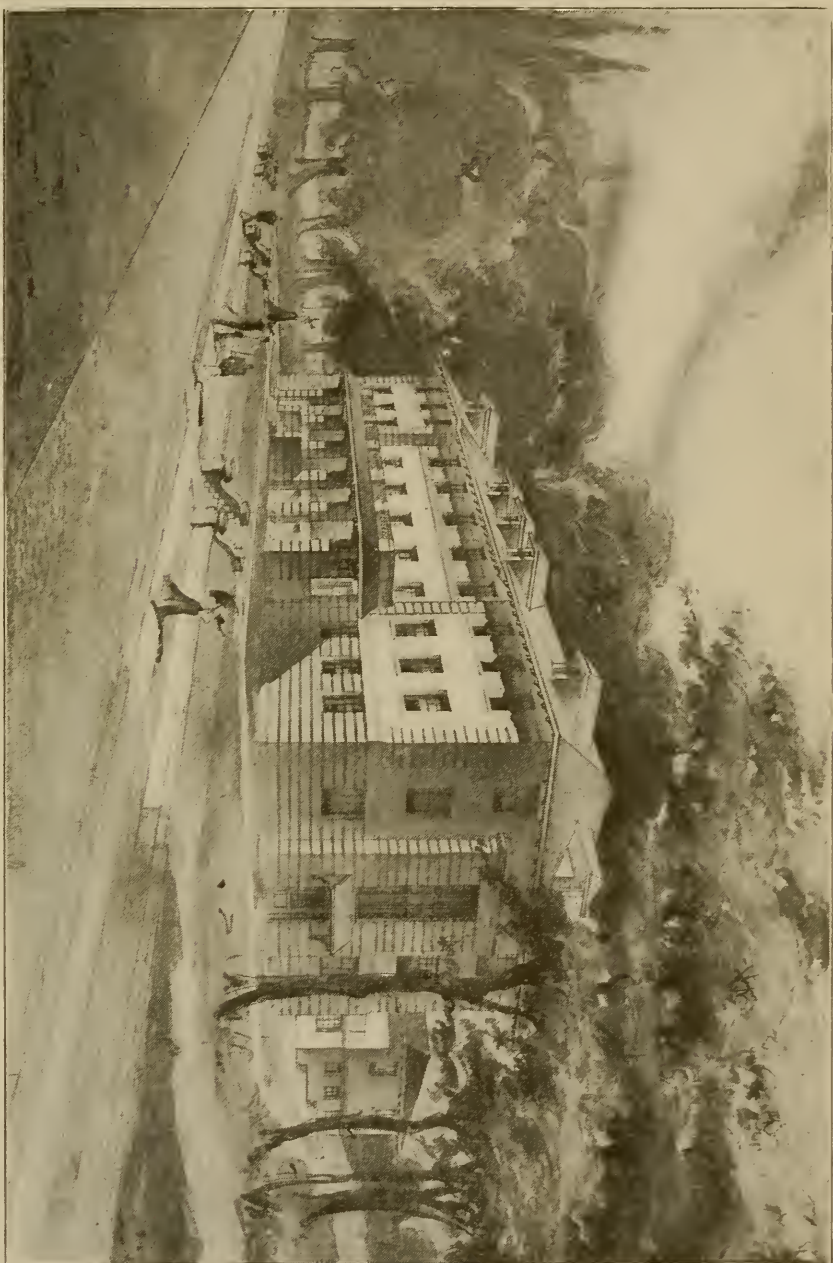
### PUBLIC-SCHOOL MUSIC.

The study of music in the public schools is no longer an experiment in the most progressive parts of our country. Its value as a trainer of the mind is thoroughly realized by all the leading educators. It not only furnishes material for mental culture, but it is a source of inspiration in the performance of all other school duties. It is a great cultivator of gentleness among pupils, and no school where music study is well directed will be disorderly, for music is order itself. The great need of our schools is thoroughly qualified teachers to direct the work in a manner that will make music a helpful force in the schoolroom. Many schools in Ohio are without instruction in music because there are few teachers who are prepared for this work. It is hoped that many who are musically inclined and are otherwise fitted for teaching the subject, will become interested in this worthy branch of instruction.

Classes will be formed as follows: A Beginners' Class in Theory and Sight-Reading; an Advanced Class in Theory and Sight-Reading, and a Choral Class. Students taking any work in Public-School Music will have opportunity to observe every-day teaching work in the grades of the Model School.

**Grade Music.**—In the first class, rote singing, and how to teach it; staff drill, when to begin it; tone lengths, short and long notes, measure and beating, etc., will be considered. In the second class, there will be a brief review of the foregoing, followed by blackboard and staff drills, with attention to some of the more difficult problems in rhythm and measure. Rote singing.

**Voice Study in the Grades.**—Special attention will be given to the study and care of the voice. How to obtain clear, pure tones; how to make singing pleasant and profitable; and how to make the study of music of moral and mental benefit will be shown.



BOYD'S HALL.—(Women's Dormitory)





**Sight Singing.**—As sight singing is one of the ends to be attained in the study of music in our schools, and since no teacher can easily teach singing without a fair degree of efficiency therein, due attention must be given to this part of the work.

**Chorus Work.**—A choral class will be formed. An important part of the work of this class will be a consideration of these questions: How to introduce music into the high school, and how to maintain interest in it.

**Voice Culture by Private Instruction.**—One who has received careful instruction can the better teach others. Successfully to teach children the proper use of the voice, which should be done by imitation in the primary grades, a teacher should know first how to use his own voice. Students in the Summer School can secure private instruction in Voice Culture at reasonable rates.

## ART DEPARTMENT.

Art study is no longer looked upon as superfluous. In our schools and colleges it is coming more and more to have a permanent place. It trains the powers of observation, develops creative imagination, and aids in forming clear mental images. It is a means of expression, a help in all other studies, and, rightly directed, should lead also to a love and appreciation of the beautiful in nature and in art. There is the practical side to art training, also—for art and industry go hand-in-hand. No matter what a man's occupation may be, he can do his work better for the hand and eye training to be obtained from the study of drawing.

**Freehand Drawing.**—The work in Freehand Drawing is after the manner in vogue in our best art schools. Charcoal is the medium used, but pencil can be used if desired. The work is in perspective and from still life, cast, and the living model—the last when the work of the student is sufficiently advanced.

**Public-School Drawing.**—For the teacher, the work in Public-School Drawing will be given with this end in

view—that the student may not only learn to draw himself, thus broadening his own powers and culture, but how the subject should be presented and taught to children as well. Pencil will be the medium most used, though students will be expected to do considerable work at the blackboard.

**Freehand Drawing** of flowers, fruits, vegetables, and trees. Perspective principles taught through the study of cylindrical and rectangular objects, singly and in groups. In addition to work with the pencil, students will work at the blackboard, being taught to sketch with chalk freely and rapidly.

**Elementary Manual Training.**—A course in paper folding, clay modeling, cardboard construction, and raphia and reed work, planned for primary and intermediate grades, but suggestive for a course for higher grades, will be offered.

## ENGLISH.

**English Grammar.**—Two classes in Grammar, elementary and advanced, will be formed. The former class, for the better ordering of the work, will recite in two sections. The advanced course, Technical Grammar, will deal with the different idioms, constructions, and usages which are so often a source of difficulty to teachers. The elementary work will follow the general text-book plan. In both classes, emphasis will be placed on the method of presenting the subject. Thirty-six hours' Normal College credit will be given for the advanced work.

**Elementary Rhetoric.**—Composition work will be the chief feature of this course. Methods of teaching composition in the grades will be discussed. The theory phase of this term's work will not be neglected.

**History of English Literature.**—The course in the History of English Literature covers five hours of recitations per week and is intended to meet, in part, the needs of teachers preparing for examination and, in part, the needs of those who wish to pursue the subject from the point of view of its progress and development. Halleck's *History of English Literature* will be the basis of instruction, supple-

mented by Palgrave's *Golden Treasury of Songs and Lyrics*. This is a preparatory subject. Sixty hours' credit, or one term's work in British Authors, will be given. The class will meet in two sections.

**American Literature.**—Newcomer's *History of American Literature* will be used as the basis of instruction. The work of the term will include a general review of early American literature and special study of Franklin, Irving, Cooper, Bryant, Hawthorne, Emerson, and Thoreau. Five recitations per week. Students expecting to obtain the credit of one term's work, or sixty hours, allowed this subject, will be required to read freely from the works of the authors named.

**American Poetry.**—This course of five hours each week will be based upon the material presented in Page's *"The Chief American Poets."* It will be the object of the term's work to enter into a critical appreciation of American poetry, and to make a comprehensive inquiry into its rise, scope, and development. Methods of teaching various selections taken from the text will receive due attention. Thirty-three hours' credit will be given.

**Byron, Keats, and Shelley.**—This course takes the place of the usual "Tennyson Course," thus affording the summer student a wider range in his literature work. Attention will be given especially to Keats and Shelley. The *Athenaeum Press Series* is the text used. Open to all Freshmen and mature students. Thirty-six hours' credit.

## GEOGRAPHY.

**Commercial Geography.**—This is a preparatory course of 60 hours' credit. Its aim is to cover the large and typical phases of the subject with these ends in view: First, to give, as a matter of fact, a general survey of the world's commercial activity; second, a study of the interdependence existing between commerce and physical environment; third, to see the reciprocal relations between political and social institutions and commerce. The Garrison-Gannet-Houston text will be the basis for this course,



**Laboratory Physical Geography.**—This is a college course, of 36 hours, intended for those teachers and students who desire a more specific knowledge than can be obtained from the ordinary text-book on the subject. Many things in Physical Geography the student is compelled to take for granted for lack of time and facilities to investigate for himself. The aim of this course is to bring to the student an opportunity to work out at first hand many of the problems underlying the subject. It will be of especial value to teachers, for it will give them an insight into the basic principles and will serve to insure them greater confidence and power in their teaching. The course will consist of a series of twenty investigations and problems together with considerable collateral reading. Some of the subjects to be worked out are:

1. Standard time and the date line.
2. Observations of latitude and the sun's altitude.
3. Observations in light, heat, and barometric pressure.
4. Atmospheric phenomena.
5. Weather forecasts.
6. Study of minerals, rocks, and soils.
7. Contour maps and map projections.
8. Study of river development.
9. Study of the Mississippi and Ohio rivers.
10. Glacial topography.
11. Shoreline and plain study.
12. Plateau and mountain topography.
13. Volcanoes.

## HISTORY AND CIVICS.

**U. S. History.**—In this subject two courses are offered. The first is the regular course offered in the Spring term of the Freshman year. The text-book used will be Elson's *History of the United States*, supplemented by collateral reading. One term of collegiate credit is given.

The second class in this subject is primarily for the benefit of teachers. The subject will be taken up by periods and topics. Any good text may be used as a guide in the class work. The class will be expected to refer to the standard

FRONT, MUSIC HALL; REAR, CENTRAL, BUILDING; TO THE RIGHT, STATE NORMAL COLLEGE, OHIO UNIVERSITY







authorities in the Library. The great historical questions which arose in the different periods will be discussed as fully as time will permit.

**General History.**—Two classes in General History will be formed. The first will take up the preparatory work as scheduled for the Fall term, second year, in the courses of study followed in the State Preparatory School. The ground covered will be Ancient History to the end of the Macedonian Empire. Sixty hours' credit. The second class will take a hasty review of General History, emphasizing somewhat the contributions of Greece and Rome to modern civilization. This is the class designed particularly for those reviewing for examination. College credit will not be given. Myers's *General History* is the text-book used in both classes.

**Modern European History.**—This class will use Schwill's *History of Modern Europe*. The class will be given permission to choose for the term's study either the period from the Protestant Reformation to the French Revolution of 1789, or from the French Revolution to the present time. One term of collegiate credit is given for either one of these courses.

**Civics.**—The effort will be made, in this course, to trace the development of our system of government, local and national, from the Colonial Period to the present. *Actual Government* in the American Citizen Series will be the text used. The course will be more advanced than the work heretofore given in Civics. One term of preparatory credit is given.

## MATHEMATICS.

**First Term Algebra**, using Fisher and Schwatt's *Rudiments of Algebra*. This is a new and fresh text, and is well adapted to the wants of those beginning the subject, serving particularly as model-work for teachers.

**Second Term Algebra**, using Fisher and Schwatt's *Higher Algebra*. The work of this class will begin with Type Forms, Chapter VI., and will include Factoring, Highest Common Factor, Lowest Common Multiple, Symmetry, Frac-

tions, and Simple Equations of all kinds, to Evolution, Chapter XVI. Factoring and its applications will have close attention.

**Third Term Algebra**, using the *Higher Algebra* of Fisher and Schwatt begun in the previous term's work. The work done will start with Evolution and include Inequalities, Surds, Imaginaries, Quadratics, Ratio and Proportion, and the Progressions. This is a preparatory class.

**Plane Geometry**, using the abridged edition of Phillips and Fisher. The work of this class will cover the entire five books. The fundamental working theorems and problems of this subject will be carefully selected and arranged in a sequence both logical and psychological. The locus, symmetry, and limits will receive careful consideration. A strong feature of this work will be the application of the principles mastered to the solution of original exercises.

**Solid Geometry**, using the abridged text of Phillips and Fisher. All the four books will be taken, including all the original exercises. Constant attention will be fixed on the ultimate theorems to be established, and thus the continuity and logic of the work will be made prominent. The idea of *the locus* will dominate much of the work, and considerable drill in mental geometry will be given.

**Freshman Algebra**, continuing the *Higher Algebra* of Fisher and Schwatt, and starting with Harmonical Progression. In addition, the chapters on the Binomial Theorem, Logarithms, Permutations and Combinations, Variables, and Limits, together with the remaining part of the text excepting Chapter XXXVI. In Chapter XI., all that will be done will contribute to a good working knowledge of Newton's, Horner's, and Cardan's solutions of higher numerical equations.

**Plane Trigonometry**, using Wentworth's latest revised text with tables, omitting Chapter VI. Careful attention to the fundamentals of the subject will be given, and there will be full drill on the applications to original exercises of every variety.

**Advanced Arithmetic.**—The work of this class is especially designed to meet the needs of teachers. The work done will be an excellent preparation for those who contemplate taking State or county examination for teachers' certificates. Special emphasis will be given to the following subjects: Arithmetical Analysis, Percentage and its Applications, and Mensuration. Forms of solution and methods of teaching will be prominent features of the work. *Ray's Higher Arithmetic* will be used as a basis. Normal-College credit, 48 hours, will be given. The class will recite in two sections.

**Milne's Practical Arithmetic.**—This class will make a general review of the subject and the work is planned to meet the needs of those preparing to take a teachers' examination or to teach in the schools. The text is used only as a basis of the work, and numerous outside problems will be given. Particular attention will be given to oral and written analysis. There will be five recitations per week.

### COMMERCIAL COLLEGE BRANCHES.

**Bookkeeping, Course I.**—This course is for beginners and will include Budgets A and B of the Sadler-Rowe system, with numerous supplementary exercises. Ample practice will be given in opening, keeping, and closing such modern single and double entry books as are used in the simpler kinds of business, also in drawing and recording business papers, in rendering statements and balance sheets, in tracing errors, in changing from single to double entry, in adjusting interest between partners, etc. Students who take this course should be able to meet the requirements of teachers in High Schools or to keep an ordinary set of books.

**Bookkeeping, Course II.**—This course is open to those who have had Course I. or its equivalent, and includes the higher forms of accounting used in wholesale, manufacturing, banking, and by corporations and commission merchants. The organization and management of partnerships and corporations are explained and the Voucher System is carefully studied. While this course is indispensable for the ambitious



accountant, it is valuable in training and information to persons in any occupation. Sixty hours of college credit will be allowed for either course.

**Commercial Law, First Term.**—The subjects of Contracts and Negotiable Paper will be studied in a general way. A number of reported cases will be considered to show the application of principles. This is a required subject in the Commercial course and elective in all others. There will be three recitations per week, for which thirty-six hours of college credit will be given.

**Stenography.**—Classes in Stenography will be formed both for beginners and for advanced students. Thirty, or more, hours' credit will be given, according to the amount of work done. Advanced classes are given the special advantage of dictation from the phonograph for speed practice.

**Typewriting.**—All students who take Stenography are given regular instruction in typewriting, manifolding, etc. The Department has an ample supply of new standard machines, which are at the disposal of its students for as much daily practice as they can arrange to take. Classes in typewriting are open to students from all Departments of the University.

## PHYSICS AND ELECTRICAL ENGINEERING.

**Preparatory Physics.**—This is the work required regularly of all students in the third year of the Preparatory course. The text-book used is *First Course in Physics*, by Millikan & Gale; for the present Ayres's laboratory manual will be used as a guide for the laboratory work. The course will be adapted to the needs of students, (1) who have never studied Physics; (2) who have, in high schools or elsewhere, studied a text-book, but have not had any laboratory work; (3) who have had the equivalent of one term in Physics, and wish to take up the second term's work; (4) who wish to review the whole subject of Physics preparatory to an examination in the subject. There will be five recitations each week. Graduates of First-Grade high schools, or teachers of Physics in the same, are credited in college with the text-



MUSIC HALL, AND CENTRAL BUILDING WITH EWING HALL, IN BACKGROUND





book work, but will be required to do the laboratory work, if this has not been done systematically elsewhere. The time required for the completion of the whole course of laboratory experiments will be three or four hours daily for the six weeks, and for one term's work about two hours per day.

The first term includes Properties of Matter, Mechanics of Fluids and Solids, and Heat; the second term, Electricity and Magnetism, and Light. This applies both to the class work and the laboratory exercises. Teachers of high-school classes will find the laboratory work particularly valuable to them. Complete and systematic notes are required to be written on each exercise in a book adapted to the purpose, so that in addition to the educational value of the course to the student himself he also acquires certain forms and methods and suggestions which will be of material service to him in teaching his own classes. Credit, seventy-five hours for the first term and sixty hours for the second term.

**Advanced Physical Laboratory.**—This is the laboratory work required of Juniors in the Scientific course and in the course in Electrical Engineering. It presupposes knowledge of the course described above or its full equivalent. Four laboratory hours each day will be required. No particular manual will be specified, though the course includes exercises of an advanced character from several sources, to which references are given. Fifty hours' credit will be given for this work.

There will also be an advanced course adapted to the requirements of those, if any, who may have had the Junior course, or its full equivalent. This will consist of absolute measurements in Magnetism and Electricity, three hours each day, giving a credit of thirty hours.

**Electrical Engineering.**—(1) This will be a beginner's course for those who expect to continue the subject later, and for teachers and others who desire to learn the fundamental principles of Electrical Engineering. There will be five recitations a week, and fifty hours of college credit will be given. The text-book will be Atkinson's *Electrical and Magnetic Calculations*. This course will be of great

service especially to teachers in Physics, since it will give such a drill in the fundamental principles of electricity and magnetism, and their applications, that this portion of Physics will seem afterwards very easy. It may also be the means of introducing some to a new and an attractive line of work which they may wish to pursue at a future time.

(2) This is also a course for beginners, and covers in an elementary way the general principles of electricity and magnetism, and their application by means of the question and answer method. Shepardson's *Electrical Catechism* will be the text-book used, and a credit of fifty hours will be given.

### BIOLOGY.

**Physiology.**—The course offered for the Summer Term is the course given during the Spring term of the college year. Forty-eight college hours will be allowed for the completion of this course. The course will consist of at least two lectures or recitations of one hour each and two laboratory sections of two hours each, every week of the term. This will be a course of actual demonstration of the functions of the different organs of the body. For example, the student actually tests the action of the reagents found in the gastric juice upon the food principles. He then uses the gastric juice prepared from the stomachs of different classes of animals, and tests its action upon different foods, the changes thereby being brought before the eye.

**Teachers' Course in Physiology.**—This course will be intermediate between an elementary and an advanced course. It will include recitations, dissection of the cat or the dog, the study of the microscopical structure of the organs of the body, and general discussions of methods of teaching physiology in the public schools. In case any student should want credit for this course, sixty hours of preparatory credit will be allowed.

**Nature Study.**—“*Nature Study and Life*,” by Hodge, will be used as the basis of study. Plants associated with insects will be studied and their relations pointed out. The external anatomy of the insect will be studied from the locust,

bringing out the distinguishing characters of the insect. Three lectures, field trips, or recitations will be made, and one laboratory section of two hours will be held, each week of the term. The course will be strictly scientific while the plan will be to adapt it to the wants of public-school teachers. A broad outlook to nature is the end sought. Collections of insects may be made and classified, thereby gaining the required knowledge to make a private collection or one for each public school. The practical side will not be lost sight of. Methods of presenting the subject will be given and demonstrations made from time to time. It is hoped that this course will direct teachers to the realities of nature so that their eyes and ears will be opened to its beauties and its practical bearing upon human life; and, through them, the children be brought into close touch with nature in both its ethical and practical bearing upon their own lives. Forty-eight University hours will be allowed upon the completion of this course.

**Elementary Botany.**—This course is the one given during the Winter term of the college year. It will consist of laboratory work upon the seed and the growing plant, and the preparation of slides for the study of structure. The recitations will cover the regular work of systematic botany including the analysis of plants. No attempt will be made to make an herbarium but a few plants will be analyzed to illustrate the method. Fifty-five preparatory hours will be allowed for this course.

**College Botany.**—The same course as that given in the Fall term will be followed. Study begins with the plant cell and traces the development of the plant through the successive orders to the flowering plants. Attention will be given to living plants, including plant physiology, and a general consideration of all the life principles involved in plants. Sixty University hours will be credited for the completion of the scheduled work.

The Stereopticon will be used to illustrate the lectures referred to above. It will be used in demonstrating many principles which will come up for study. Lectures of a



popular nature will be given from time to time, to which all members of the Summer School are invited.

### CHEMISTRY.

**General Descriptive Chemistry.**—First term, six recitations and ten hours' laboratory work per week are required. The work covered will be that of the first term of the regular college course. Newth's *Inorganic Chemistry*, Holleman's *Inorganic Chemistry*, or Remsen's *College Chemistry* will be used as a reference book.

Second term, five recitations and eight hours' laboratory work per week are required. The work will be that of the second term of the regular college course and must be preceded by the work of the first term.

**Qualitative Analysis.**—Practical work in the detection of inorganic substances, both acid and basic. To secure the best results, students in this course should devote their entire time to it.

**Organic Chemistry.**—A short course is offered in this subject. Previous training in chemistry is essential.

**Quantitative Analysis.**—Practical work in gravimetric and volumetric analysis. Open to students who have done work in qualitative analysis.

Other work may be had in chemistry provided there is sufficient demand for it.

### LATIN.

Five classes in Latin will be offered. Each class will recite five times per week, and the work will cover one regular college term.

**Beginning Latin.**—Students taking this subject will be expected to complete the first fifty lessons in Collar and Daniell's *First Year Latin*.

**Caesar.**—This class will take up the Gallic War, beginning with the first book.

**Cicero.**—The first three orations against Catiline will form the subject of study in this author.

**Vergil.**—The Aeneid, Books I. and II. The subject of scansion will receive attention, and some work will be done in Latin prose composition.

**Freshman Latin.**—One term's work in Freshman Latin will be finished, with a credit of 60 hours. The *De Senectute* and *De Amicitia*, of Cicero, will be read. The class will recite five times a week—four times in the text and once in Latin composition.

In reading the Roman authors just named, a careful study of forms and syntax is considered essential. Students should be provided with Latin grammars. Any standard text may be used.

### GERMAN AND FRENCH.

The five classes offered for the Summer term are designed to articulate with the regular work of the University.

**Beginning German and French.**—These are Fall term studies with 75 and 60 hours' credit respectively. When taken in the Summer term, they naturally demand double work and very close attention. A knowledge of these languages opens up to the student a new world which will ultimately widen his horizon in every province of human thought.

**Advanced German and French.**—Advanced German is Freshman work of the Winter term. Advanced French is equivalent to two terms' work as a Junior elective. The subject-matter of the latter may be fiction, history, or science in order to meet the needs of the student. The purpose of these advanced studies is not only to strengthen the grammatical and syntactical knowledge of the languages possessed by the student, but also to reflect in subject-matter the civilization and culture of Germany and France.

**Scientific German.**—The course in Scientific German will serve those who, for practical purposes, as engineers, chemists, or biologists, desire to obtain ability better to consult manuals and essays written in the German language. Students who wish to take up work beyond the courses above

offered, can, no doubt, make satisfactory arrangements with the instructor.

### THE SCHOOLMASTERS' CONFERENCE. \*

It has been the consistent aim of the management of the Summer School at Ohio University for several years past to place before all teachers, superintendents, and others who may attend the sessions, such ideals of preparation and service as will stimulate to the very best endeavors when real conditions are faced. In other words, it has been the aim to harmonize the ideals of courses of study, management, methods, and administration with the best possible practice. To do so, requires more than a knowledge of theory. There must be, in all attempts at reform, a blending of experience and knowledge of conditions as well as a knowledge of the principles underlying what seems to be the ideal practice. This suggests an exchange of views based upon experience and reflection.

Ever since the opening of the State Normal College of Ohio University, it has been the policy of those who order its affairs, to arrange for two Conferences each year, at which times this exchange of views and experiences may be given, and all public-spirited, broad-minded educators, as well as the students of the Normal College and University, may profit by a brief but spirited discussion of vital educational questions by leaders in their lines of thought and endeavor. During the entire college-year and the Summer Term, the pressing needs of all elementary and secondary teachers are fully provided for in the many courses of instruction offered, but at these special conferences it is the aim to serve especially the school administrators—the superintendents, the principals, the examiners, and all others who are interested in molding educational sentiment.

Annually, about the close of the Winter term, a two-day session of the Schoolmasters' Conference is held. To this conference are invited as leaders or conductors only men of national reputation. Dr. Frank McMurry, Dr. Charles De Garmo, Dr. Charles McMurry, Dr. R. N. Roark, and Principal Wilbur S. Jackman have been invited. The Conference

\*The sudden death of Prof. Jackman, Jan. 28, 1907, makes necessary some changes in the Conference program. Dr. F. H. Hodge, of Clark University, Worcester, Mass., will fill Prof. Jackman's place.



WINTER SCENES IN THE VICINITY OF ATHENS





for the Spring of 1907 will be held Friday and Saturday, March 15 and 16, and Professor Wilbur S. Jackman, Principal of the University Elementary School, of Chicago University, and well known to all Ohio educators, will be the leader. Sessions will be held Friday afternoon, Friday evening, and Saturday forenoon. The questions to be discussed are as follows: (1) The School Revenue Problem in Ohio, (2) The Place of the Teacher in School Organization, (3) Nature Study for Elementary Schools, (4) Number work and its Relation to other Subjects in the Curriculum.

Besides these Conference discussions, Professor Jackman will deliver an address on "Some of the Newer Aspects of Industrial Work in Education." This address will be illustrated by a collection of specimens of handwork from the University Elementary School. Then will follow a general discussion.

Local college men will assist in conducting the round-table conferences.

In addition to the Spring Conference above outlined there will be a six-day session of the Schoolmasters' Conference in connection with the Summer School, coming the next to the last week of the term, beginning Monday, July 24, and closing Saturday, July 26. The sessions will be about two hours in length each day, from 3:10 to 5:00 p. m., thus enabling all visitors to attend such other exercises as they may choose, during the schedule of recitations from 7:00 a. m. to 3:10 p. m., and also permitting regularly enrolled students of the Summer School to attend the Conferences without loss of time in their scheduled studies.

These Conferences will be conducted by the President of the University, assisted by other members of the University Faculty and several prominent public-school men.

The topics cover some of the most important questions that are uppermost in the minds of the educators of this State, and the discussion of these questions will be of great interest to teachers in general as well as to those engaged in administrative work. The superintendents, principals, and examiners of Southeastern Ohio will find it decidedly to their advantage professionally to attend these Conferences, and all are most cordially invited. There is no charge whatever for these courses. All who attend may also spend as



much time as they wish in visiting any or all of the more than 100 classes in session daily between 7:00 a. m., and 3:10 p. m. Superintendents often find it a good place to become acquainted with teachers eligible to appointment to good positions.

The following topics are proposed for discussion during the six days. The convenience of those who are to conduct the conferences and the wishes of those in attendance will determine the order in which the topics will be presented.

### SCHEDULE OF TOPICS.

1. **The Relation of Public Sentiment to Education.**—The reciprocal demands of society and the school. The causes and methods of reform in education. How create a sentiment that will demand the best in education.

2. **A Normal-School System for Ohio.**—A study of the normal school and its place in a system of education, with particular reference to New York, Wisconsin, Michigan, Illinois, California, and Ohio. The Ohio Normal School Bill of 1900; of 1902; of 1906. How many State Normal Schools should Ohio have? Should we have a State College for Teachers in connection with Ohio State University? See address of Hon. E. A. Jones, State Commissioner of Common Schools, before the Central Ohio Schoolmasters' Club, in *The Ohio Teacher* for February, 1907. What should be the scope of work offered by a State Teachers' College? Should the State Normal Schools already established, and to be hereafter established, train secondary teachers, superintendents, and supervisors?

3. **Shall We Abolish the State Levy for Schools?**—The history of the Common School levy in Ohio. Which is better, a direct state tax or an indirect tax to create a revenue fund? Notable examples of states levying a direct tax and of states making direct appropriations. How may we guarantee to the schools the irreducible debt and an equivalent of the State Common School Fund? If the state levy is to be abolished, how are our State Universities and State Normal Schools to be supported? What should now be done with the large surplus in the State Treasury?



THE BEAUTIFUL HOCKHOCKING AT ATHENS





**4. County High Schools and County Normal Training Schools.**—A study of county high schools in other States—Kansas, Illinois, and others. Do we need them in Ohio? Relation of the county high school to the other schools of the county. The county normal schools in Wisconsin and Michigan. Why not have similar schools in Ohio? How would this effect the attendance at other Normal Schools?

**5. A State Course of Study for Ohio Schools.**—A study of those states having state courses of study. Relation of a state course to uniformity of text-books. Who should make such a course? At present we may have 1,316 different courses for township districts; 70 different courses for city districts; and 1,169 different courses for village and special districts, making a total of 2,555. How enforce a state course of study?

**6. A System of State Aid to Schools.**—(a) For Elementary Schools: Upon what principles should the distribution of aid be based? Why should wealthy centers be levied upon to help educate the children in poorer communities? (b) For High Schools: Should the state aid the high schools? Subsidies to high schools. The law and the experience of other states. (c) For Normal Schools and Colleges: Why should there be state-supported institutions of higher education? The law in several representative states on this subject. How should the money for state aid to schools be raised?

**7. How May the State Department of Education be Strengthened?**—A careful study of the New York law under which operates the present state system of education in that state. Why should not Ohio's State Department of Education be re-organized on a similar basis? What publications should the State Department of Education issue? What direct supervisory powers should be given the Department?

**8. A System of Graduated Salaries for Teachers.**—Factories operate under a scale of wages—why should not schools? What elements should determine the salary of the

teacher? The Indiana law on this subject. What is the objection to this plan? The minimum salary laws of Pennsylvania, Indiana, West Virginia, Ohio, and Wisconsin.

9. **From the Eighth Grade to the High School.**—Why is there such a loss in numbers in the transition from the Eighth Grade to the High School? Relation of the Departmental Plan to high-school attendance. Should high-school subjects be begun in the Grammar Grades? Should departmental instruction be given in these grades? In what years or grades is the loss of pupils the greatest from the *first* to the *twelfth*?

10. **The Question of Athletics in High Schools and Colleges.**—(a) High Schools: What forms of athletics should be permitted in high schools? What control should be exercised by the board of education? What inter-school athletic games should be permitted? Should the high schools of the state be organized into one athletic association, with subordinate district associations, each with its court of arbitration? (b) Colleges: Is college athletics a necessary evil? Should colleges discontinue inter-collegiate games?

### SPECIAL CLASS AND LECTURE WORK.

Thomas S. Lowden, Ph. D.,

Honorary Fellow, Clark University, Worcester, Mass.

1. **Studies in the Meaning of Education.**—Ten lectures on *Man* as a being of many-sided life, aspects, and interests—an educable being whose life to be most efficient and happy should be developed (1) physically, (2) intellectually, (3) ethically, (4) aesthetically, (5) socially, and (6) religiously. The scope of the work is expressed in saying "Education is a harmonious development of all man's powers to the extent to which he is capable," the theme being the highest possible efficiency and happiness in the individual and the transmission of the very best of life to the race.

2. **Auditorium Lectures.**—These lectures, ten in number, will consider "Education in its Broadest Aspects," "The Home and the School," "New-England Life and Education," "Studies in German and French Life and Education," and other topics of equal importance and interest.

# SUMMER SCHOOL OF OHIO UNIVERSITY, ATHENS, OHIO.

JUNE 24, 1907==AUGUST 2, 1907

## GENERAL INFORMATION.

**Attendance Statistics.**—The attendance of students at the Summer School of Ohio University for the last eight years is herewith shown:

Year.	Men.	Women.	Total.
1899.....	38.....	23.....	61
1900.....	36.....	29.....	65
1901.....	45.....	57.....	102
1902.....	110.....	128.....	238
1903.....	159.....	264.....	423
1904.....	194.....	363.....	557
1905.....	220.....	430.....	650
1906.....	207.....	449.....	656

The figures given above do not include the number of pupils enrolled in the Training School, or the number of School Examiners, Principals, and Superintendents who attended the "Conferences in School Administration" held the next to the last week of the term.

In 1906, the students came from all sections of Ohio and represented seventy-four counties of the state. Kentucky, West Virginia, Illinois, Pennsylvania, and New York were represented in the 656 names enrolled in the summer of 1906.

**Needs Considered and Courses Offered.**—In arranging the courses of study for the Summer School of 1907, the various needs of *all classes of teachers* and those preparing to teach have been carefully considered and fully provided for. About one hundred courses are offered, and that number of classes will recite daily. Teachers and others seeking



review or advanced work should plan early to attend the session of 1907, which will begin June 24th and continue six weeks.

**Faculty.**—A Faculty of more than thirty members will have charge of the instruction. Please to note that all the instructors, with two exceptions, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer term are thus assured of the very best instruction the University has to offer.

**Selected Work.**—Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out *systematically* the studies of that course? If you are a teacher of experience, or if you have had previous collegiate or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study.

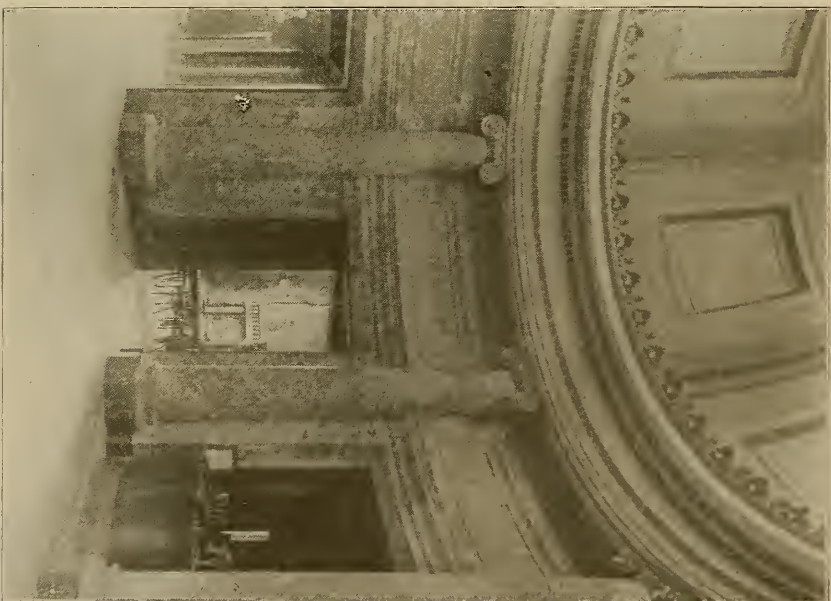
**Courses of Study.**—Summer-School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the Summer Term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*

**Reviews.**—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing to teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

**Spring-Term Reviews.**—The Spring term of Ohio University will open Monday, April 1, 1907, and close Thursday, June 20, 1907. On Monday, May 6, 1907, *new review classes* will be formed as follows: Arithmetic, Grammar, Geography,



AUTUMN SCENE ON THE CAMPUS  
(The "Central Building" shown on the left was erected  
in 1817.)



INTERIOR VIEW, CARNEGIE LIBRARY





United States History, English Literature, General History, and Theory and Practice of Teaching. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the *uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certifying teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These classes can be entered to advantage any time prior to June 1, 1907. Only a *just portion* of the usual term fee of \$5 will be charged students who enter at any time of the forming of these special classes or later. If demand is sufficiently strong, review classes *may* be formed in Plane Geometry, Elementary Algebra, Elementary Physics, Physiology, Latin, and some other subjects. However, *none of this work is promised*.

**Primary Teachers.**—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer Term. In this school emphasis is placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course *especially* valuable. *Every teacher* of the rural schools will have an opportunity to receive instructions in the best methods of teaching as applied to primary schools.

**Home Study.**—Opportunity for *Home Study* will be offered only to advanced students who will take examinations in the studies so pursued, or otherwise satisfy the professor in charge that the work has been satisfactorily done.

**Expenses.**—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes. Boarding in clubs, per week, costs from \$2.00 to \$2.25, and at Women's Hall, \$2.75. A student may attend the Summer

School of six weeks and pay all expenses, except the railroad fare, on from \$25.00 to \$30.00. By observing the strictest economy less than this would be required. Applications for rooms should be made before June first, but students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*.

**Ample Accommodations.**—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, *convenient to the University*, may be rented for \$1.00 a week, including light, fuel, bedding, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented for \$1.00 each per week.

**Women's Hall.**—Rooms in Women's Hall range about the same as the prices above named. Ladies wishing rooms in Women's Hall should engage them in advance, as such rooms are in demand.

The present building will not accommodate to exceed thirty students. A 40,000-dollar appropriation for a *new building* and a 5,000-dollar appropriation for equipment are now available. The hope is that the new building will be ready for the reception of Summer-School students in 1907. If *this hope is realized* the price of all quarters—old building and new building—owned by the University, will not exceed \$0.75 *per week* for each student. These two buildings will accommodate at least 125 students. It is probable that the table-board of these students, if present plans can be carried out, will be reduced from \$2.75 to \$2.50 per week. However, *this is not promised*.

**What Athens Can Do.**—Athens can easily accommodate a large number of students. At the close of the first day of the Summer Term of 1906, every student had been eligibly located. Accommodations for at least 250 additional students were available.

**Free Lectures.**—Arrangements have been made for

free lectures to be delivered in the Auditorium of the University within the period required by the Summer Term.

**Teachers' Conferences.**—At least six conferences—two hours each—will be held the fifth week. These will be led by members of the Faculty and others familiar with the working of the public schools and experienced in school methods and management.

**Ohio School Laws.**—Particular attention will be given to the provisions of Ohio's *new school code*. A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in School Administration will consider the provisions of the entire school code.

**Laboratories, Etc.**—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge*.

**Text-Books.**—All text-books will be supplied at the *lowest prices* possible. Students should bring with them as many supplementary texts as convenient.

**Range of Studies.**—The following subjects will be taught during the Summer Term. Prospective students may see that *almost every subject* in the various University and Normal-College courses will be presented during the Summer Term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (three classes), Grammar (three classes), U. S. History (two classes), Algebra (four classes), Public-School Drawing (three classes), Free-Hand Drawing (three classes), Book-keeping (two classes), General History (two classes), Physiology, Psychology (two classes), Anatomy, Political Economy, Beginning Latin, Caesar, Vergil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering (two classes), History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods (two classes), Special

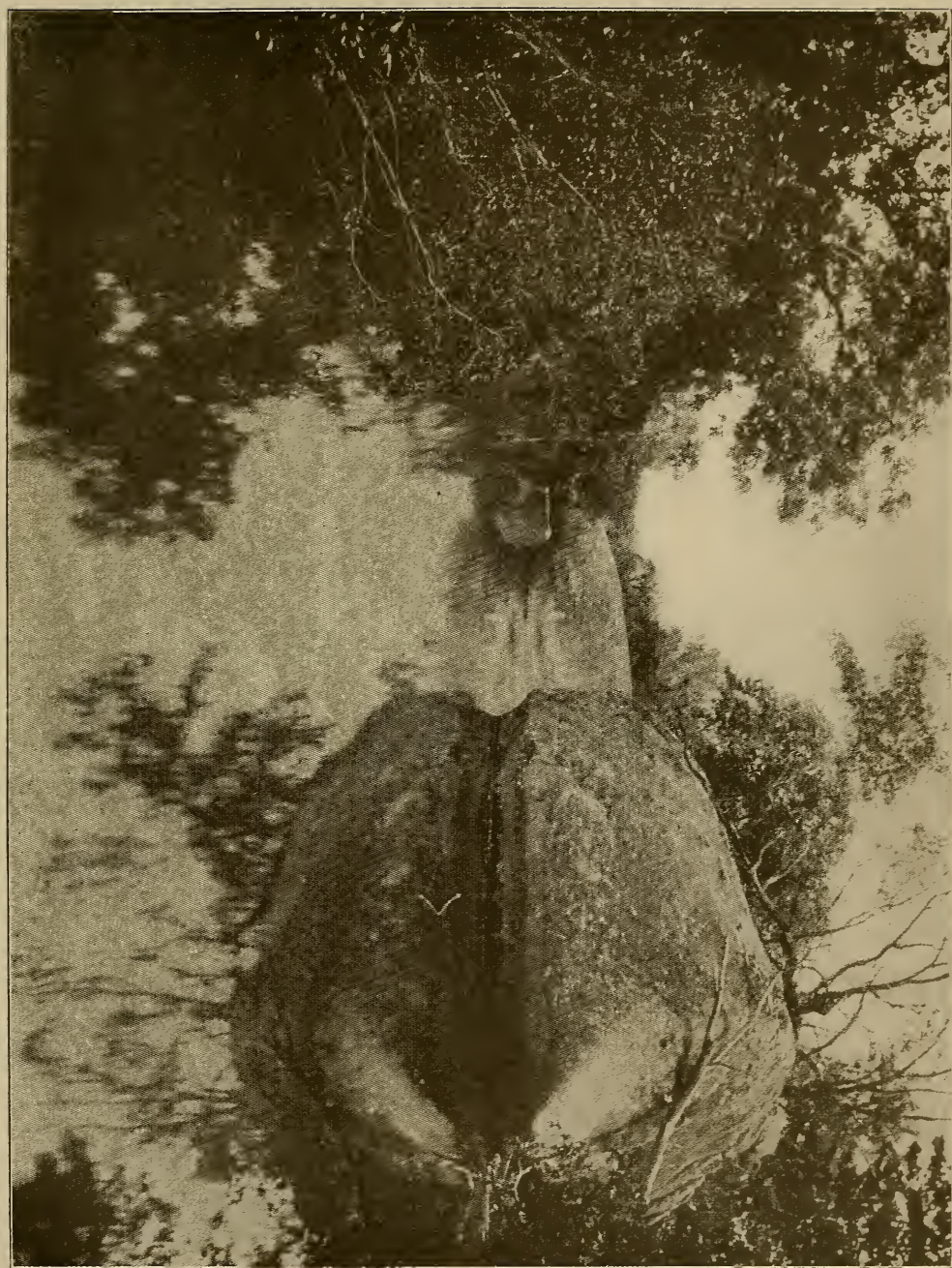


Methods in School Studies, Pedagogical Conferences, Physical Geography, Commercial Geography, American Literature, English Literature, Preparatory Rhetoric, American Poetry, Byron, Keats, and Shelley, Paidology, or the science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Psychological Laboratory, Nature Study, Botany, Observation in Model School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, How to Teach Reading, Sight-Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work, Beginning German, Advanced German, Beginning French, Advanced French, and other subjects if a sufficient demand is made at the opening of the term.

**Other Branches.**—Arrangements can be made by students attending the Summer Term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, *will not exceed* \$5.00 for the full term of six weeks. Inasmuch as the work offered in the regular classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

**Summer-School Advantages.**—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well-qualified teachers.

**How to reach Athens.**—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following-named places:







Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the state and reach Athens within a day.

**Requests for Names.**—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely *be interested* in some line of work presented at Ohio University. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

**A Teachers' Bureau.**—Since the State Normal Schools of Ohio were established in 1902, and especially since superintendents were given, in 1904, the right to appoint teachers, the State Normal College of Ohio University has received many calls for teachers. Positions aggregating *many thousands of dollars* have been secured by us for our students. The Dean of the Normal College conducts, *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way.

**Conclusion.**—The President of the University will cheerfully answer *any questions* teachers or others desire to ask. The many addresses made by members of the Faculty the past year, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the state concerning the extent and character of the work accomplished here. For the year ending March 23, 1906, the total enrollment was 1,272 different students. The total enrollment of different students for the college-year ending June, 1907, will not fall below 1,400. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,  
President Ohio University, Athens, O.

## OHIO UNIVERSITY.

The Fall Term of the Ohio University closed last week with about 500 different students enrolled. The Winter Term, which opens January 7, 1907, will start out with much enthusiasm, and probably with an attendance in excess of any previous enrollment for a Winter term. Last spring brought an enrollment of 554 enthusiastic students, and it will not be surprising if the April term for 1907 will far outstrip that number.

The Ohio University, always virile, always the home of a determined, manly and womanly student body, is without doubt facing conditions of unexampled prosperity. This is due to several reasons:

First.—The State has at last recognized the splendid work which the Ohio University has always done in the past, and has wisely concluded that she shall hereafter receive a financial equipment commensurate with her power for good. As a result the legislature has placed within reach of the trustees nearly \$130,000 to be expended in buildings this year, and has provided revenues for her annual support exceeding \$100,000.

Second.—The Faculty is a body of broad-minded, big-hearted, scholarly men, the coming into close, daily touch with whom is of itself a liberal education.

Third.—The students themselves have always come from near the soil, the sons and daughters of Ohio's farmers and its solid middle classes. These young men and women have come up to Athens, frequently with but little of this world's goods, but usually equipped with a character and determination that made ample amends for slender pocketbooks.—*The Newcomerstown Index.*

# THE SUMMER SCHOOL AND THE GROWING TEACHER.

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By C. L. Martzolff.

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The Summer School has come to be a new factor in the educational world. It is the legitimate successor of the private summer normal of twenty years ago and the logical accompaniment of the modern high school. The private normal supplemented the education of the time when academic training alone was considered the one great requisite of a teacher's stock in trade. The growth of the high school has given a better outlook and a broader horizon to the pupil, with the result that there has arisen a demand on the part of teachers for an opportunity to get what the private "normal" could not give so successfully, viz., *professional tone*.

The time has gone by when a school teacher can be recognized by his oddities.

No longer is he represented as a "hayseedy" individual whose trousers are so baggy at the knees that their nether extremities fail to conceal his home-made socks. No longer do cartoonists picture him as a narrow, slender, flat-chested, hollow-cheeked personage wearing an out-of-date derby hat, standing on the street corner with his hands rammed into his pockets, reading the sign-boards and getting his dinner of crackers and cheese at the grocery. The school teacher of to-day looks and acts very much as any other gentleman or lady would. The profession is getting *tone* and it is this need of a broader culture that is demanding summer schools. So many teachers are not able under the stress of circumstances to take a year "off" to get that which they feel they need. The summer school idea has come and in part fills that want and we believe it is here to stay. Eighteen years ago, William A. Mowry, editor of *Education*, gave answer to the following note:



WORCESTER, April 5, 1889.

Editor C. S. Education:

DEAR SIR:—A friend of mine is urging me to attend a summer school. What advantage will it be to me in my regular school work?

Yours truly,

M. S. PARTRIDGE.

This was about the beginning of the summer school era and Mr. Mowry, then, replied in substance, that they were institutions of the greatest importance to teachers of all grades; that those who had attended, from primary teachers to professors in college, spoke in highest terms of the advantages derived from the few weeks in which they divided the time between social work and recreation; that the best teachers in the land are employed in these schools and to come in contact with them is an inspiration; that the best methods of teaching are unfolded and the sharp, well-disciplined mind of a teacher devoted to a few weeks' special work will produce as large results as three or five months' study to the ordinary learner; that it is the best way to rest; that rusting is not resting; that work performed here along agreeable lines will return the tired teacher to the work refreshed, invigorated, and improved in every way.

The results of the summer school verify every statement of the Boston editor and it is one of the healthful signs of the times that many teachers are doing just such work. It is an evidence of growth. Deliver us from the teacher that has stopped growing. A teacher may have received a good academic training in his younger years and may be able to write A. B. or A. M. after his name, but if he no longer feels the need of getting additional occasional inspiration, he is nearing the "deadline" and soon will be a fit subject for Oslerization. The main reason many people make derelicts out of themselves is that they have stopped growing.

But there are other reasons for attending summer schools besides the one to get inspiration for work. The ambitious teacher who is desirous of "getting up" in his work finds here a substantial help. There is always a demand for good teachers. A growing teacher is with hardly an exception a good one. When a good teacher is needed by a progressive

board of education they don't want one who is rusting. Neither are they going down to Hooppole township to find him. They will go or send to the educational centers where teachers are being made. Many a teacher has thus bettered his condition by getting out and showing that there was something worth while about him.

A young teacher said a few weeks ago that if he got a better "job" next year he would attend a summer school. Here is a case where the cart is made to precede the horse. If he feels that way about it he will likely never attend a summer school for the chances are he will not get that better job. It will perhaps take some effort to hold the one he has very long.

A great many school boards recognize professional growth in their teachers. In conversation with a prominent school board member some days ago, he stated that last year several of his teachers had spent the summer in school and that he was so well satisfied with the results during the winter that he was hereafter in favor of making a difference of five dollars on the month in the wages of such teachers. Of course, this board member was a jewel, but he is not the only one in Ohio. There are others.

It is true that some school boards do not encourage teachers in the above way. Teachers are often heard to say that they, in spite of their efforts to become more proficient, are required to teach for the same salary as teachers who have never done anything to advance themselves professionally. Indeed there are cases where the stay-at-home-self-satisfied variety have even been advanced in salary while their colleagues who have spent time and money to improve their work, get nothing for their efforts. This certainly is discouraging. But such school boards will not long have efficient teachers and they deserve to lose them.

## STATE NORMAL SCHOOLS.

"The function of a state normal school," writes Superintendent Fassett A. Cotton, of Indiana, "is to prepare teachers to teach school. This preparation may be said to take on a two-fold nature: (1) Mere training through the devices and plans in the art of teaching so that the work may be taken up and pursued more or less mechanically; (2) grounding in the principles of teaching, or the professional training that reaches out after the science of teaching. Both are legitimate and both will be necessary as long as teaching remains in its present semi-professional stage, which is likely to be for some time.

"The difference in the two phases lies merely in the fact that in one case the teacher learns the art of presentation through devices without inquiring deeply into the pedagogical principles underlying the presentation. While such preparation can and does enable teachers to do fairly good work in the grades for a number of years, it is apparent that enduring and progressive professional zeal can come only from the second phase of preparation. This, as aforesaid, deals with principles, studies, psychological laws, gains pedagogical insight, has the problems of method uppermost instead of the mere use of devices. And this is really the function of a school for the preparation of teachers.

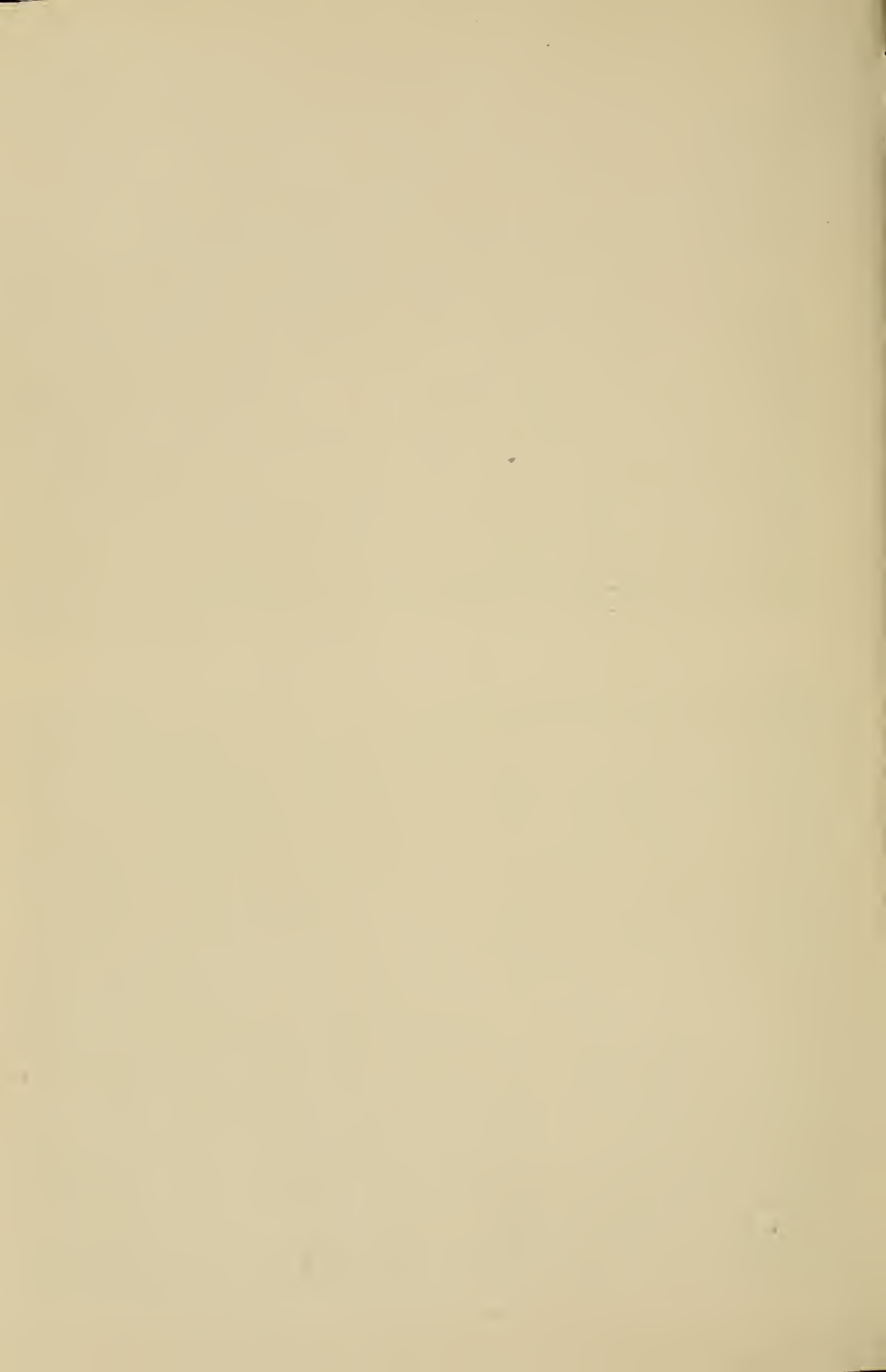
### Normal School Organization.

"To do the most for the teachers and the schools it should have something like the following equipment: (1) A thorough course covering from two to four years with graduation from the best high schools as requirement for admission; (2) a completely equipped city or town school system covering the work from kindergarten to and including high school for observation and practice work; (3) a complete consolidated township system covering the work in





RIVER VIEWS NEAR ATHENS



kindergarten, the eight grades, and high school, for observation and practice, with course in agriculture, a small farm owned by the township, good township library, etc.

"The purpose is to prepare teachers for the elementary and secondary schools. This should not be lost sight of for a moment. Every one connected with the system should be thoroughly and intensely conscious of this purpose—to teach teachers to teach. The academic work that is done, the subjects that are taught, are not for the sake of knowledge primarily, but for knowledge and presentation.

### On a High Plane.

"The academic work itself must be pitched upon so high a plane that it will be professional. It must get at the fundamental nature of subjects, and must ground the student teachers in universal principles of education instead of particular facts. It should teach subjects instead of text-books. The purely professional work should be inspirational, theoretical, and practical.

"For inspiration, there should be a strong course in the history of education, and every teacher should have it. The history of education is essential. It shows how we have come to be what we are. Its vast field of literature furnishes the very best sources of inspiration to one who has made teaching his life work. For theory, a rational study of mind is essential. Psychology will reveal the nature of consciousness and furnish the only basis for common sense pedagogy. For the practical side, the work in the practice schools themselves, through observation and teaching, will furnish what is essential.

"The kindergarten and manual training are problems that belong in the normal school and it should have the very best facilities for work in these lines.

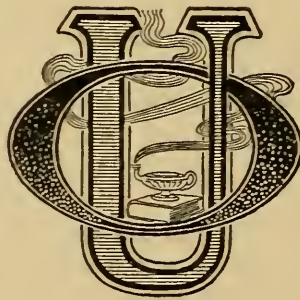
### Should Be a Model.

"The practice school should be a model in every way. It should have the best building, the best equipment, the neatest grounds, the most beautiful rooms, and the most skillful teachers that can be found. There should be an expert supervisor of these teachers; the teachers well prepared, cultured, sympathetic, big men and women.



"It will be noticed that I have included the high school in this model school. If there is a place where better teaching is needed it is in the high schools. (I am sure this is true in Indiana.) This will necessitate larger scholarship on the part of the teachers in the practice school.

"The third factor is a complete rural system for observation and practice. The ideal would be a centralized township system, including work from kindergarten through high school. It should be centrally located, provided with transportation wagons, should have a small farm equipped for manual training for boys and girls. This should be built upon the basis of what every township in the state could afford, and should be conducted upon actual working conditions. Here could be trained the supervisors and teachers for the centralized schools and the district schools over the state."—*The American School Board Journal*.

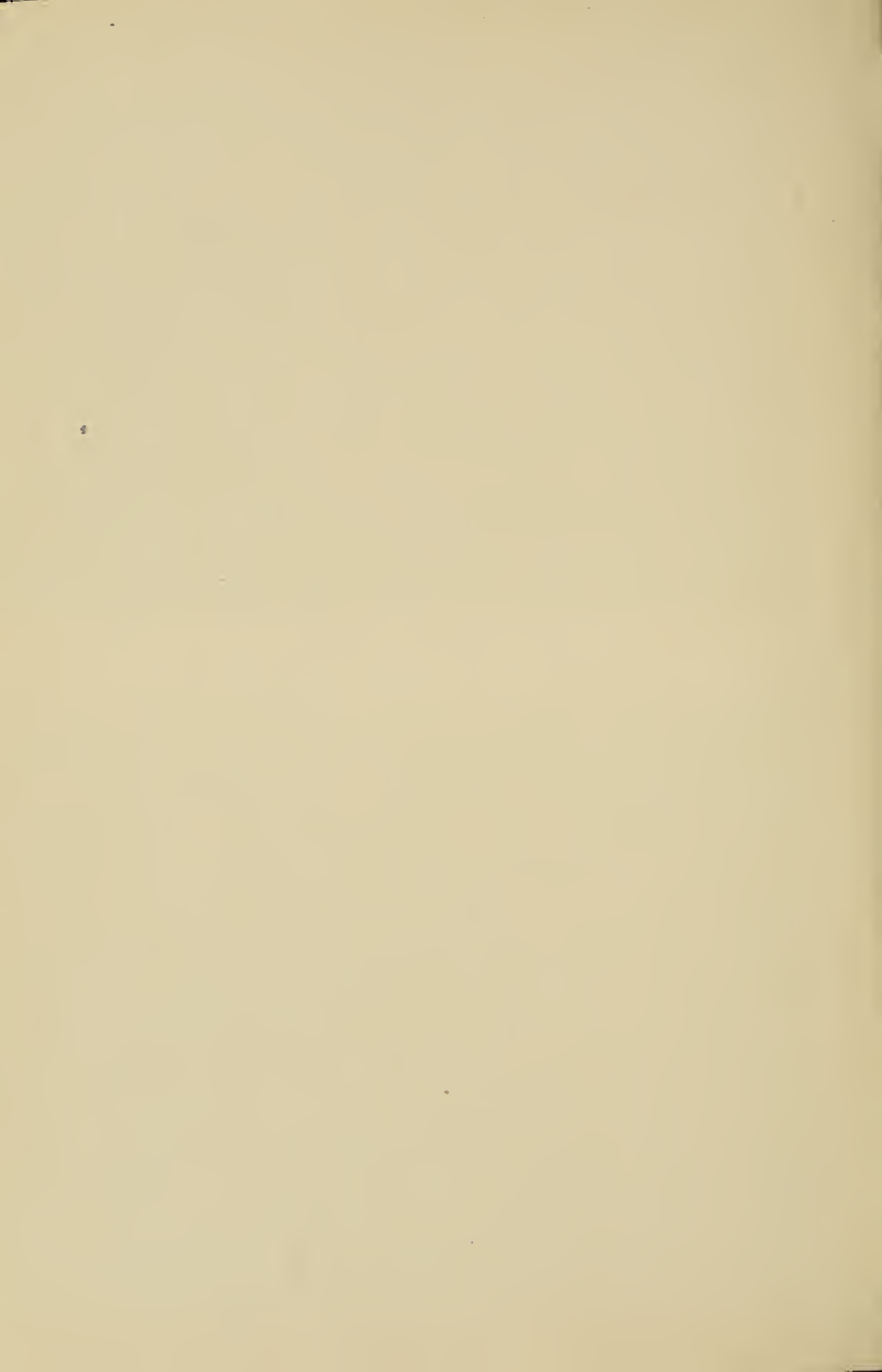




"THE OLD BEECH TREE"



A WINTER SCENE





## THE GROWTH OF THE SUMMER SCHOOL IDEA.

Perhaps no educational innovation of modern times has been so successful in the results obtained and the high standard of scholarship maintained as that of the summer schools. There are many reasons which contribute to this; the advantages secured are several. Those teachers who must through competition broaden their general outlook and those who study merely for the pleasure of the knowledge in itself, find that the summer school combines for them both a change in work and in surroundings. Pleasure and profit unite. The benefits derived by others who desire to increase their knowledge upon some one special subject attract numerous teachers and students who otherwise would have little opportunity to intensify their power. Again, the summer school affords regular or irregular college students the chance to complete within a short time the study of subjects necessary to their graduation upon which they wish to spend little time during the academic year. Special students may enhance their education with general knowledge, general students may intensify their efforts upon particular subjects. The summer school in its scope offers both extensive and intensive work.

The rise of the institution is interesting. In the first half of the Nineteenth century professors in the larger Eastern universities began to take their more interested students on summer excursions for the purpose of practical biological or geological studies. Natural Science camps for men were formed on the lakeshore. Groups of students with common interests came together for study.

University professors gathered around them a few favored ones and held informal lectures, thus the summer school developed in response to the needs of the times, until at present it is becoming incorporated in the educational system of the country.

At first college men were skeptical about the success of the experiment. The summer school would surely be superficial. It would turn out vain, insincere people, who knew a little of this, and a little of that. But the defenders of the system were many. The informal personal contract with prominent men of the time is an education in itself. If nothing else were attained this contact in itself would serve to broaden the views of the students and put new enthusiasm and interest into their work.

For many classes of students, too, the summer school is as helpful as for teachers. The earnest student, under the present "elective" system of our colleges, cannot possibly take up all the subjects in which he is interested. By attending the summer school he can take up certain kinds of work not along the line of his profession.—*University of Colorado Bulletin*.

### GREAT OPPORTUNITY FOR TEACHERS.

The Index has special pleasure in calling the attention of young men and women who purpose making the work of teaching a life profession, and of teachers who are striving to attain a higher degree of usefulness in their noble calling, to the splendid advantages now offering in the State Normal School at Athens. The University Bulletin just published indicates that unusual efforts are making to meet the demands on the college. Not during the five years of this department have so many students knocked at the doors of this fine school as are now clamoring for admission. The high character of the work done, the completeness of a modern equipment, the healthful environment, the exquisite beauty of the Hockhocking region, coupled with a moderateness of cost, are boosting this great school into a popularity which will ultimately make it the Mecca of the Ohio schoolmaster.

Four years of student life within these University walls, and a quarter of a century spent as teacher later, lend enthusiasm to our editorial pen possibly, but from our heart we could wish that every teacher might go and do likewise. There's inspiration there.—*Newcomerstown Index*.

## UNIVERSITY CALENDAR, 1907.

Monday, January 7.....Registration of Students  
Tuesday, January 8.....Opening of Winter Term  
Friday, March 22.....Close of Winter Term  
Monday, April 1.....Registration of Students  
Tuesday, April 2.....Opening of Spring Term  
Sunday, June 16.....Beginning of Commencement Week  
Thursday, June 20.....Commencement Day  
Monday, June 24.....Opening of Summer Term  
Friday, August 2.....Close of Summer Term  
Monday, September 9.....Registration of Students  
Tuesday, September 10.....Opening of Fall Term  
Friday, December 20.....Close of Fall Term

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## UNIVERSITY CALENDAR, 1908.

Monday, January 6.....Registration of Students  
Tuesday, January 7.....Opening of Winter Term  
Friday, March 20.....Close of Winter Term  
Monday, March 30.....Registration of Students  
Tuesday, March 31.....Opening of Spring Term  
Sunday, June 14.....Beginning of Commencement Week  
Thursday, June 18.....Commencement Day  
Monday, June 22.....Opening of Summer Term  
Friday, June 31.....Close of Summer Term  
Monday, September 7.....Registration of Students  
Tuesday, September 8.....Opening of Fall Term  
Friday, December 18.....Close of Fall Term



# Ohio University Athens, Ohio

Established by Act of the Ohio Legislature, February 18, 1804

Offers unusual advantages to students seeking a broad and liberal education. Some courses lead to Degrees; others lead to Certificates and Diplomas.

Attend an old and a well-established institution which has an enviable record for thoroughness, culture, and prestige.

Colleges, 8; Faculty, 48 members; Different students enrolled 1905-06, 1,272; Books in Library, 25,000; FREE TUITION.

## The Ohio University

### Summer School

June 24, 1907—August 2, 1907

FIGURES TALK.—The attendance of students at the Summer School of Ohio University for seven years is herewith shown:

YEAR	MEN	WOMEN	TOTAL
1900	36	29	65
1901	45	57	102
1902	110	128	238
1903	159	264	423
1904	194	363	557
1905	220	430	650
1906	207	449	656

**Advantages for Term of 1907.**—Faculty of 34 members; provision for about 120 recitations daily; Model School, four rooms with four grades, of primary pupils, in session every day; fee of \$3.00 pays for all scheduled instruction selected by the student; a wide range of private-instruction, including foreign languages and vocal and instrumental music, at most reasonable cost; special opportunities for teachers, and those preparing for a TEACHER'S CERTIFICATE; expenses of every kind most reasonable.

## THE STATE NORMAL COLLEGE

of Ohio University opened Tuesday, September 9, 1902. A Training School to illustrate the best methods of teaching is in successful operation. The work of the College has gained warm commendation from leading educators all over the country.

**Courses of Study:** (1) A Five-year Course in Elementary Education for Graduates of Common Schools; (2) A Two-year Course in Elementary Education for Graduates of First-grade High Schools; (3) A Four-year Course in Secondary Education for Graduates of First-grade High Schools; (4) A Four-year Course in Supervision for Principals and Superintendents; and (5) A One-year Course for College Graduates.

Nos. (1) and (2) lead to a Diploma; (3), (4), and (5) to a Diploma with degree of Bachelor of Pedagogy.

For Catalog, other printed matter, and special information, address

ALSTON ELLIS, President Ohio University, ATHENS, OHIO.

# SUMMER SCHOOL

June 25, 1906 — August 3, 1906

New Series

Vol. III., No. 2

# Ohio University Bulletin



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Summer School of Ohio University, June 25,  
1906, to August 3, 1906, inclusive.

Courses of Study, Collegiate and Normal.

General Notes.

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ATHENS, OHIO, JANUARY, 1906

Published by the University and Issued Quarterly

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**ATHENS, OHIO**

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